

2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Program authority:	TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; WIOA §17.278 and §17.258; and Carl Perkins Career and Tech Education Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	February 1, 2017, to May 30, 2018	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 704 MAY -1 PM 3:59 DOCUMENT CONTROL CENTER TEA </div>
Application deadline:	5:00 p.m. Central Time, November 1, 2016	
Submittal information:	<p>Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494</p>	
Contact information:	Lauren Dwiggin, lauren.dwiggin@tea.texas.gov ; (512) 463-9581	

Schedule #1—General Information

Part 1: Applicant Information					
Organization name	County-District #	Campus name/#	Amendment #		
Austin ISD	227901	Lyndon Baines Johnson, Early College High School / 227901014			
Vendor ID #	ESC Region #	DUNS #			
	13	076933746			
Mailing address		City	State	ZIP Code	
1111 West 6 th Street		Austin	TX	78703	
Primary Contact					
First name	M.I.	Last name	Title		
Michelle		Wallis	Executive Director, Innovation and Development		
Telephone #	Email address		FAX #		
512-414-4851	Michelle.wallis@austinisd.org				
Secondary Contact					
First name	M.I.	Last name	Title		
Craig		Shapiro	Associate Superintendent, High Schools		
Telephone #	Email address		FAX #		
512-414-4471	Craig.shapiro@austinisd.org				
Part 2: Certification and Incorporation					

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Nancy		Phillips	Director, State and Federal Accountability
Telephone #	Email address		FAX #
512-414-3280	Nancy.phillips@austinisd.org		

Signature (blue ink preferred)

Date signed



11-1-16

701-16-108-028

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RFA #701-16-108; SAS #205-17

2016–2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Schedule #1—General Information

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20	Outside Sources of Income and Pre-Existing Content (Required for IHEs)	<input type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	MOU	The applicant must submit a draft Memorandum of Understanding among the dual credit partner, school district and school which establishes joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the ECHS.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
X	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that a liaison that represents the industry partner(s) will interact directly and frequently with ECHS staff.
4.	The applicant provides assurance that the industry partner will actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
5.	The applicant provides assurance that the industry partner will assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s)
6.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
7.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will develop and maintain a leadership team that meets regularly to address issues of curriculum, school design, and sustainability.
8.	The applicant provides assurance that the leadership team will consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity and will include <ul style="list-style-type: none"> a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and INDUSTRY CLUSTER NAME Innovative Academy ECHS principal or director b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
9.	The applicant provides assurance that the partnership and the MOU will include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
10.	The applicant provides assurance that students enrolled in an ECHS course for both college and high school credit will not be required to pay for tuition, fees, or textbooks and that the school district or charter in which the student is enrolled will pay for tuition, fees, and required textbooks to the extent those charges are not waived by the partner IHE.
11.	The applicant provides assurance that the partnership will provide opportunities for ECHS teachers and higher-education faculty to collaborate through planning, teaching, and professional development.
12.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will provide a course of study that enables a participating student to receive a high school diploma and either an associate's degree or 60 semester hours toward a baccalaureate degree during grades 9–12. An academic plan must be in place showing how students will progress toward this goal.
13.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will administer a college placement exam (Texas Success Initiative Assessment (TSIA) to all incoming 9th-graders to assess college readiness and to enable students to begin college courses based on their performance—as soon as they are able, possibly as early as the 9th grade.

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Schedule #2—Required Attachments and Provisions and Assurances (cont.)

County-district number or vendor ID:		Amendment # (for amendments only):
14.	<p>The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be an autonomous high school that meets one of the following criteria:</p> <p>a. Is located on a college or university campus</p> <p>b. Is a stand-alone high school campus near a college or university campus</p> <p>c. Is a small learning community within a larger high school that is near a college or university campus (where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, schedule, and curriculum plan)</p>	
15.	<p>The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be a full-day program (i.e., full day as defined in PEIMS) in which all academic instruction and support services are delivered to students at the designated ECHS campus and that students will not travel between two high school campuses in order to receive instruction or support services.</p>	
16.	<p>The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be led by a principal or director who is 100% dedicated to the school.</p>	

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Schedule #4—Request for Amendment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID:

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Austin Independent School District (AISD) Lyndon Baines Johnson (LBJ) Early College High School (ECHS), in partnership with Austin Community College (ACC) and Seton Healthcare Family of Central Texas (Seton) and in response to the Workforce Solutions—Capital Area Workforce Board's analysis of need in nursing will develop and implement applied learning opportunities for students. Beginning with 50 9th grade students in AY 2017-18 and adding a grade level each year, Biotechnology and Life Sciences Innovative Academy ECHS (LBJ Health Sciences Academy) will improve postsecondary degree completion and career readiness by smoothing the transitions between high school, college, and the professional world. In particular, the Academy will provide students with early and engaging experiences with the world of work, which in turn makes the academic work in high school and college meaningful and better prepares students with the workplace skills required by employers. The goals of this proposal align directly to both the district and LBJ's goals of graduating *all* students to be college, career, and life-ready as well as help close the diversity gaps in computer science education.

Budget Development & Sustainability: AISD's Associate Superintendent of High Schools embarked on the P-TECH 9-14 School project (an effort to adapt the New York City-based school model to the Austin context) in June 2016 addressing the gap between the district's graduation rate (89%) and the direct-to-college enrollment rate (61%). As part of this process, the following leaders have communicated mutual commitment to the model, engaging in numerous conversations and campus visits: AISD Superintendent, Dr. Paul Cruz; President/CEO of ACC, Dr. Richard Rhodes; ACC Chief Academic Officer, Charles Cook; and Associate Superintendent of High Schools, Craig Shapiro. Leveraging existing structures and high-level commitment to the school model, plus expanded partnerships with long-standing partners, Seton and ACC, grant funds will be well-supported and positioned for success.

Grant funds will support the first year salary and benefits for the Career Counselor, upgrades to classrooms to support project-based learning (PBL) in the health sciences field, and costs associated with extending the day and school year. AISD will invest local funds in the salary and benefits of the Academy Director, the AVID teacher and the Academy teaching positions, one-to-one computers, building utilization costs associated with the extended school day and year, and student recruitment and promotion materials. AISD is committed to sustaining the grant-funded costs beyond the term of the grant with local dollars because we are deeply committed to transforming high schools throughout the district to better respond to workforce needs.

Demographics & Needs Assessment: AISD is the fifth largest school district in the state of Texas, serving a diverse population of nearly 84,000 students in pre-K through grade 12 across 130 campuses. The majority of AISD students are Hispanic (59%) and/or low-income (57%). More and more students across the district are participating in early college high school programs; in fact, more than one third of students (34.3%) in grades 9-12 completed advanced/dual credit courses in 2015-16. Yet we know we still have work to do in achieving the goal of college, career, and life readiness for all of our students. For example, on measures of postsecondary readiness, we see great disparities: 77% of white students were deemed ready in reading, while just 28% of African American and 34% of Hispanic students scored postsecondary ready in 2016. The Superintendent recently presented this information to his Cabinet members, and issued a call to action to design strategies such as the Health Sciences Academy to close these gaps.

LBJ ECHS serves a high-need student population, including 38% African American, 58% Hispanic, and 84% economically disadvantaged students. In its annual Campus Improvement Plan (CIP), the Campus Advisory Council (committees of parents, students, businesses and community representatives, teachers, principals, and other campus staff) has identified focus areas of advanced academics and direct-to-college enrollment, and will address student needs through this Academy, aiming to increase the number of students taking pre-Advanced Placement (AP), AP, and/or ACC classes, and the percentage of students who enroll in postsecondary education directly after they graduate from high school. With TEA's support, the LBJ Health Sciences Academy and Reagan IT Academy will serve as pilot, flagship college and career-focused academies for the schools and across the district.

Management Plan: During the grant proposal development process, AISD convened a team of representatives from AISD (including district and campus staff), ACC, and Seton. These and other representatives will comprise of the Leadership Team that will meet bimonthly during the planning period and monthly during Year 1 of the Academy to

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

address issues of curriculum, school design, and sustainability. The Leadership Team will consist of high-level personnel with decision-making authority who will meet regularly and report to each member organization. The Academy Director, Career Counselor and Academy staff will be responsible for implementing the health sciences pathway at the school and ensuring long-term commitments and goals are met. The Director will serve as the primary point of contact between the school, Seton, and ACC; manage and build additional partnerships with employers and community organizations; support campus-level master scheduling for students and teachers, and support professional development. The Career Counselor will be responsible for coordinating career development services for all students including academic advising and implementation of work-based learning (WBL) activities. To ensure continuous improvement, the campus staff will report regularly to the Leadership Team about progress and possible gaps.

Evaluation Plan: To comply with reporting and evaluation requirements established by TEA and to provide staff with information necessary to support effective program implementation decisions, AISD staff will engage in ongoing monitoring towards continuous improvement. The AISD Department of Research and Evaluation (DRE) reviews all grant requirements, proposed activities, and data being requested. Throughout the duration of the grant program, evaluators will work closely with Academy staff to collect and submit identified data in a timely fashion and will meet regularly to monitor progress and make any adjustments as issues arise. Initially, DRE will provide Academy staff with baseline data pertaining to articulated program performance indicators for program planning and decision-making purposes.

Statutory Requirements: Graduates of the Health Sciences Academy at LBJ ECHS will graduate in 12th grade with an Associate's Degree in Pre-Health Sciences from ACC and be competitive applicants to a nursing program among other health fields, including dental hygiene, radiology, medical laboratory technology, pharmacy technology, surgical technology, and veterinary technology. Students will have accumulated articulated and dual credits from ACC and engaged in meaningful WBL at Seton facilities. Students will have the opportunity to earn various stacked, industry certifications, including a Certified Nurse Assistant (CNA). Throughout their four years in high school, students will take the pre-requisites and co-requisites that will prepare them to apply to educational programs in a variety of nursing programs, including a Bachelor's of Science in Nursing (BSN), an Associate's Degree in Nursing (ADN), or a one-year Licensed Vocational Nursing (LVN) program. The implementation of this Academy will build upon a long history of partnership between the district, ACC and Seton. At the Academy, learning environments will be flexible: students will engage in PBL across various locations – from a college campus to a simulation lab, and at many different times – including extended day and summer enrichment programs. The Academy will provide afterschool and Saturday tutoring as well as Advancement Via Individual Determination (AVID) (grades 9-12), to support students to meet the demands of the academically rigorous program.

Program Requirements: (1) AISD collaborated with our local workforce development board to identify the current and projected need for Registered Nurses and Licensed Vocational Nurses in the Austin Metro Area. (2) Seton has been part of the grant development process and has committed to serve as an active member of the Leadership Team, provide in-kind contributions equal to 25% of the grant award, ensure a liaison interacts directly and frequently with ECHS staff, actively participate in the development of the curriculum, and assist in the development and implementation of industry experiences. (3) Students will participate in WBL activities and experiences that increase awareness, exploration and preparation in the nursing field. (4) The Academy will employ its own Career Counselor to serve Academy students. (5) Students will complete the required credits to graduate under the Recommended High School Plan, earn an Associate of Science Degree in Pre-Health Sciences, and at least one industry certification by grade 12. (6) As evidenced in the sample crosswalk, students could complete a bachelor's degree within two to three years of high school graduation. (7) Membership of the Leadership Team includes high-level personnel who will meet regularly to address issues of curriculum, school design, and sustainability. (8) And the Academy will continue beyond the grant period, eventually serving students in grades 9-12.

In addition to tracking needs and adjustments of the Academy, the Leadership Team will have an ongoing focus on sustainability. They will leverage existing supports including the following: AISD's Strategic Plan Scorecard indicators that align with Academy and district goals, the AISD High School office's P-TECH 9-14 School project already moving toward workplace learning, and AISD Office of Innovation and Development (OID) accomplishments in establishing partnerships with business and nonprofit partners. Strong partnership support, as evidenced by attached letters from Seton, ACC, Workforce Solutions, and the City of Austin together with regularly publicized data will position the Academy to be expanded and sustained.

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Schedule #6—Program Budget Summary

County-district number or vendor ID:				Amendment # (for amendments only):		
Program authority: TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; Workforce Innovation and Opportunity Act §17.278 and §17.258; and Carl D. Perkins Career and Technical Education Act						
Grant period: February 1, 2017, to May 30, 2018				Fund codes: See Notice of Grant Award (NOGA)		
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Cost Share
Schedule #7	Payroll Costs (6100)	6100	\$209,053	\$0	\$209,053	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$80,000	\$0	\$80,000	\$
Schedule #9	Supplies and Materials (6300)	6300	\$81,250	\$0	\$81,250	\$
Schedule #10	Other Operating Costs (6400)	6400	\$10,000	\$0	\$10,000	\$
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0	\$
Total direct costs:			\$380,303	\$	\$380,303	\$
Percentage% indirect costs (see note):			N/A	\$	\$18,882	\$
Grand total of budgeted costs (add all entries in each column):			\$380,303	\$	\$399,185	\$
Administrative Cost Calculation						
Enter the total grant amount requested:					\$	
Percentage limit on administrative costs established for the program (10%):					× .10	
Multiply and round down to the nearest whole dollar. Enter the result.					\$	
This is the maximum amount allowable for administrative costs, including indirect costs:						

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID:			Amendment # (for amendments only):			
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Cost Share
Academic/Instructional						
1	Teacher				\$	\$
2	Educational aide				\$	\$
3	Tutor				\$	\$
Program Management and Administration						
4	Project director				\$	\$
5	Project coordinator				\$	\$
6	Teacher facilitator				\$	\$
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant				\$	\$
9	Data entry clerk				\$	\$
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist				\$	\$
Auxiliary						
12	Counselor		1		\$62,410	\$
13	Social worker				\$	\$
14	Community liaison/parent coordinator				\$	\$
Other Employee Positions						
21	Title				\$	\$
22	Title				\$	\$
23	Title				\$	\$
24	Subtotal employee costs:				\$	\$
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay			\$	\$
26	6119	Professional staff extra-duty pay			\$131,200	\$
27	6121	Support staff extra-duty pay			\$	\$
28	6140	Employee benefits			\$15,443	\$
29	61XX	Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs				\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$209,053	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID:

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Cost Share
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Cost Share
1	High Schools that Work – provide project-based assessment professional development, ongoing on-campus coaching	\$50,000	\$
2	AVID for College – teacher training and annual subscription costs	\$30,000	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$80,000	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	\$
(Sum of lines a, b, and c) Grand total		\$80,000	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID:		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Cost Share
6300	Total supplies and materials that do not require specific approval:	\$81,250	\$
Grand total:		\$81,250	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID:		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Cost Share
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	\$	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	\$10,000	\$
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
Grand total:		\$10,000	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID:

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Cost Share
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total campus enrollment:

Category	Number	Percentage	Category	Percentage
African American	319	38%	Attendance rate	91.8%
Hispanic	485	57.7%	Annual dropout rate (Gr 9-12)	1.8%
White	19	2.3%	Students taking the ACT and/or SAT	63.5%
Asian	1	0.1%	Average SAT score (number value, not a percentage)	1203
Economically disadvantaged	706	84%	Average ACT score (number value, not a percentage)	16.2
Limited English proficient (LEP)	146	17.4%	Students classified as "at risk" per Texas Education Code §29.081(d)	560 (66.7%)
Disciplinary placements	36	3.7%	State assessment data	Met Standard

Comments

Data is for LBJ High School, from the 2014-15 Texas Academic Performance Report. We expect the demographic profile of the 9th grade cohort that will enter in Year 1 of the grant to be similar to the general student population.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	16.7	26.1%	No degree	0.2	0.4%
Hispanic	14.6	22.7%	Bachelor's degree	34.9	54.4%
White	31.8	49.6%	Master's degree	27.7	43.2%
Asian	1.1	1.7%	Doctorate	1.3	2.1%
1-5 years exp.	14.5	22.6%	Avg. salary, 1-5 years exp.	\$45,557	N/A
6-10 years exp.	14.6	22.7%	Avg. salary, 6-10 years exp.	\$45,563	N/A
11-20 years exp.	11	17.2%	Avg. salary, 11-20 years exp.	\$48,877	N/A
Over 20 years exp.	8.9	13.8%	Avg. salary, over 20 years exp.	\$61,706	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											50				50
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											8				8
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs assessments encompass two major areas: the students at LBJ Health Sciences Academy and current and projected high-demand occupations in Central Texas. See AISD's response to TEA Program Requirement 1 for a summary of how we collaborated with our local workforce board to identify nursing (RN and LVN) as the high-demand occupations we would target with the LBJ Health Sciences Academy. As a member of the Leadership Team, a representative from Workforce Solutions will ensure continuous monitoring of any potential changes in these data.

Each school year the principal of each AISD campus, with the assistance of the Campus Advisory Council (committees of parents, students, businesses and community representatives, teachers, principals, and other campus staff), must develop, review and revise the CIP. The purpose of this plan is to improve student performance on the state's student achievement indicators for all student populations, as well as improve performance on any other performance measures for special needs populations. AISD's High Schools Office works with each high school during the CIP process to provide support and guidance as needed. AISD collects all CIPs and reviews these plans to ensure that they align with district plans and policies.

CIPs are supportive of the objectives of the district's overall Strategic Plan (*Strategic Plan 2015-2020: Reinventing the Urban School Experience Together*), including the Core Belief that all students will graduate college-, career-, and life-ready. The district measures its progress toward those objectives through the Strategic Plan Scorecard, which includes ambitious yet achievable targets for the following items: (1) % of students graduating in four years, (2) number of high school students completing industry licensures/certification, (3) % of high school students submitting college applications, (4) % of students enrolling directly in college, and (5) % of high school students completing Advanced/Dual Credit courses.

LBJ ECHS 2015-16 CIP includes two focus areas that relate to the establishment of the Health Sciences Academy on their campus:

1. **Advanced Academics:** The campus seeks to increase the number of students taking pre-Advanced Placement (AP), AP, and/or Austin Community College (ACC) classes. In 2015-16, 31.8% of LBJ students took AP, International Baccalaureate (IB) and/or dual credit classes. To achieve this performance objective, campus staff, in partnership with the ACC Campus Coordinator will assess all students who are not currently enrolled in ACC classes to determine college readiness. The master scheduler (assistant principal) will be responsible for ensuring an increased number of AP and dual credit courses.
2. **Direct-to-College (DTC) Enrollment:** The campus seeks to increase the percentage of students who enroll in postsecondary education directly after they graduate from high school. The campus has set a measurable target of achieving an 11% increase in the DTC enrollment for the Class of 2016. The Class of 2015 had a 42% DTC enrollment rate. There will be an elevated focus on increasing the number of college and financial aid applications submitted for the Class of 2016 to reach this goal.

LBJ ECHS Principal, Sheila Henry, and her staff have begun designing several college and career-focused academies as strategies for meeting the needs of their students. These staff meet regularly with other high school principals across the district to develop the components of this new school design, including student goals, academic and curriculum implications, school calendar/school day, facility implications, maintenance and operations, and staffing considerations. With TEA's support, the LBJ Health Sciences Academy will serve as a pilot, flagship program for the school and across the district.

At the Academy, a team led by the Career Counselor, will collect data and prioritize needs. On a daily basis, the Career Counselor will respond to individual student needs as they arise, and on a monthly basis, the counselor will update the Leadership Team with formative data and prioritization of needs. Tracked data will include the planning year and implementation year performance measures along with other data identified.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	In the Austin-Round Rock, Texas Metro Area, there are currently 7,821 job openings for Registered Nurses (RNs) and 670 for Licensed Practical and Licensed Vocational Nurses (LPN & LVNs) (Source: WANTED Analytics). And for Austin-Round Rock, Texas Metro Area, there are a projected 3,865 RNs and 1,052 LPN/LVNs needed over the next five years (2016-2021) (Source: JobsEQ).	<ul style="list-style-type: none"> - Seton, ACC and AISD staff will conduct a Skills Mapping process to develop an integrated educational program that addresses academic, technical and workplace skills by mapping backward from the end goal of employable nurses. Leadership Team will continue to monitor and refine Skills Map in Y1 and beyond. - Students will enroll in a course sequence that will enable graduation from high school with an Associate's degree in Pre-Health Sciences, a high school diploma, and at least one industry certification. Graduates will be competitive to apply for an LVN, ADN or BSN nursing program that will eventually earn them an RN or LVN.
2.	As part of the district's strategic plan, AISD has set the goal to increase # of students graduating in four years. 85.9% of LBJ ECHS Class of 2014 graduated on time (Source: TEA Academic Performance Report, 2014-15).	Students will engage in hands-on learning that builds awareness of potential careers in the health sciences field and gain up to 60 college credits and Associate's degree in Pre-Health Sciences. The model motivates students, promotes better outcomes and increases high school graduation and completion rates.
3.	LBJ ECHS CIP and District Strategic Plan have set goals to increase the # of students completing college and financial aid applications. 76% of LBJ ECHS Class of 2016 completed postsecondary enrollment applications (Source: Apply Texas), and 71% submitted financial aid applications (Source: Ibid).	LBJ Health Sciences Academy will have a college-going culture, in large part due to the alignment between college and high school courses and the range of activities and approaches to signify college experience (e.g. students may go to ACC to take courses in 11 th /12 th grade). The Career Counselor will also work with existing staff to ensure students are completing college and financial aid applications.
4.	LBJ ECHS CIP and District Strategic Plan have set goals to increase the # of students taking pre-AP, AP, and/or ACC dual credit courses. In 2015-16, 31.8% of LBJ students took AP, International Baccalaureate® (IB) and/or Dual Credit Courses.	The draft crosswalk of courses students at the Academy will take includes ACC courses equivalent to 60 credit hours, and will increase student access to dual credit courses that lead to a Pre-Health Sciences degree.
5.	LBJ ECHS CIP and District Strategic Plan have set goals to increase the # of students who enroll in postsecondary education directly after they graduate from high school. 42% of LBJ ECHS Class of 2015, as compared with 60% of students districtwide enrolled in postsecondary education in the fall semester immediately following high school graduation (Source: National Student Clearinghouse, August 2016).	The integrated scope and sequence with ACC and Seton WBL experiences will help students build awareness of potential nursing careers and required additional education beyond high school.

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Schedule #14—Management Plan

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Academy Director	Visionary and experienced leader who fosters teamwork to build a community of learners; experience using data to guide change; skills to build and sustain academy culture; chair Leadership Team; experience collaborating with industry and higher education.
2.	Academy Career Counselor	Experience working with high school students to support educational outcomes; specifically will be required to meet regularly with students individually and as groups to support coursework, WBL, and postsecondary attainment; ability to manage multiple priorities and work effectively with industry and higher education partners.
3.	District-level Director	Experienced leader skilled at managing staff teams; skills in program and relationship development; excellence in managing multiple priorities and collaborating with industry and higher education partners; authority to oversee all Academy (P-Tech) models throughout the district.
4.	Associate Superintendent of High Schools	Responsible for school operations and teaching and learning for all AISD high schools; experience as school leader and leading initiatives to raise attendance rates, additional communication strategies among high school team, and monitoring methods for campus performance.
5.	Teachers	Mindset that embraces innovation and affirms that every child can achieve; experience creating interdisciplinary, project-based curriculum; collaborative and open to new ways of teaching.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Development of curriculum to meet future workforce needs through ongoing collaboration with Seton, ACC and AISD representatives	1. Initial Skills Map drafted	02/01/2017	07/31/2017
		2. Finalize scope and sequence	02/01/2017	05/31/2017
		3. Curriculum integration of RN/workplace skills in core content	02/01/2017	05/31/2018
		4. Skills Map re-assessed and refined in ongoing Leadership Team meetings	12/01/2017	05/31/2018
		5. Data assessment of cohort 1 and course corrections	12/01/2017	05/31/2018
2.	Prepare teachers and provide ongoing professional development (PD)	1. PD to create interdisciplinary, project-based lessons and units and ongoing coaching	06/01/2017	05/31/2018
		2. AVID training	06/01/2017	08/31/2017
		3. Collaborate to refine curriculum, plan units/lessons, review formative assessments, discuss interventions for struggling students via weekly meetings	08/31/2017	05/31/2018
3.	Plan and implement college-going culture and career awareness and exploration activities	1. Develop calendar of college-related and WBL activities for Year 1	02/01/2017	07/31/2017
		2. Implement 9 th grade activities	08/31/2017	05/31/2018
		3. Plan for subsequent years and refine 9 th grade based on lessons learned.	03/01/2018	05/31/2018
4.	Transformation of physical space for Academy model	1. Purchase new furniture, supplies, etc.	02/01/2017	06/30/2017
		2. Purchase one-to-one computers for students	02/01/2017	06/30/2017
		3. Upgrade classrooms with new furniture, supplies.	07/01/2017	08/31/2017
5.	Engaging, high-quality student experience	1. Recruit Cohort 1 & 2 students to participate	02/01/2017	05/31/2018
		2. TSI-ready by end of 9 th grade	08/31/2017	05/31/2018
		3. Engage in WBL activities	08/31/2017	05/31/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AISD has a system-wide continuous improvement structure that encompasses campus programs, staff, students, and parents. Data are collected from numerous sources: student (academic, attendance, discipline, health, social and emotional indicators), campus program reports to the Superintendent (through Associate Superintendents and Chief Officer of Teaching and Learning), and surveys (staff, students, parents). AISD's system is supported by the Department of Research and Evaluation (DRE), who will work closely with Academy staff to collect and submit identified data in a timely fashion and will meet regularly to monitor progress and make any adjustments as issues arise. Initially, DRE will provide Academy staff with baseline data pertaining to articulated program performance indicators for program planning and decision-making purposes.

The evaluation plan will be used to ensure continuous improvement:

- 1) *Program Management* to monitor the ongoing operation of programs;
- 2) *Staying on Track* to ensure that programs stay focused on goals, objectives, strategies, and outcomes;
- 3) *Efficiency* to streamline service delivery and help lower the cost of services;
- 4) *Accountability* to produce evidence of program effects; and
- 5) *Sustainability* to provide evidence of effectiveness to all stakeholders.

Feedback and continuous improvement of the proposed Academy will be monitored by the Academy Director and Career Counselor through active, regular review of student performance data and ongoing participation on the Leadership Team. The Leadership Team will meet monthly during Year 1 of the Academy to review student-level data; develop and refine the school's scope and sequence of high school and college coursework, workplace learning experiences, internships/clinicals; ensure ongoing alignment between industry trends, employer needs and academic coursework, and review the quality and availability of workplace learning activities, including recruiting and monitoring internship/clinical host sites.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AISD's Associate Superintendent of High Schools embarked on the P-TECH 9-14 School project in June 2016 addressing the gap between the district's graduation rate (89%) and the direct-to-college enrollment rate (61%). The plan, with emphasis on first-generation college-goers, will be presented to the AISD Board of Trustees in the fall of 2016 and placed into effect in school year 2017-18. As part of this process, the following leaders have communicated mutual commitment to the model, engaging in numerous conversations and site visits: AISD Superintendent, Dr. Paul Cruz; President/CEO of ACC, Dr. Richard Rhodes; ACC Chief Academic Officer, Charles Cook; and Associate Superintendent of High Schools, Craig Shapiro. The OID is supporting the P-TECH project through ongoing relationships and agreements with area business, institutions of higher education, and community partners. Leveraging existing structures and high-level commitment to the school model, grant funds will be well-supported and positioned for success.

To sustain commitment to the project, the Leadership Team and Academy staff will leverage the district's long-term partnerships with Seton Family of Hospitals and ACC. Since 1998 Seton and AISD have formally contracted for Seton to deliver all of the district's student healthcare services. In addition, AISD students from 13 of the district's 17 high schools participate in clinical rotations and other work-based learning experiences at several Seton sites, including Seton Southwest, Seton Medical Center of Austin, University Medical Center at Brackenridge, and Dell Children's Medical Center. For over 10 years, AISD has partnered with ACC to manage the operation and administration of the district's College and Career Preparatory Programs (CCPP). CCPP oversees the development and implementation of the Career and Technical Education (CTE) programs and redesign in AISD. CTE staff are ACC employees who work closely with campus leaders throughout the district to implement college and career-ready curricula. During this time, ACC and AISD have had ongoing articulation agreements and memoranda of understanding to partner on dual credit at numerous campuses, develop three ECHS programs, and provide articulated CTE courses. (See attachments for MOUs and Articulation Agreements between AISD and ACC.)

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Schedule #15—Project Evaluation

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Maintain ongoing Leadership Team Meetings	1.	# and dates of Leadership Team planning meetings during Planning Period
		2.	# and dates of Leadership Team planning meetings during Implementation Year
2.	Establish planning meetings during Planning Period of grant	1.	# and dates of planning meetings with Local Workforce Dev. Board
		2.	# and dates of planning meetings with Seton (industry partner liaison)
		3.	# and dates of curriculum planning meetings
3.	Provide, track and monitor industry experiences (i.e. WBL activities)	1.	# of industry experiences provided to students (by type)
		2.	# of students that participated in industry experiences (by type)
4.	Provide, track and monitor teacher professional development	1.	# of opportunities provided for ECHS teachers and higher education faculty to collaborate through planning, teaching and PD
		2.	Dates of opportunities provided for ECHS teachers and higher education faculty to collaborate through planning, teaching and PD
5.	Establish and monitor college-going culture.	1.	Average # of college credit hours earned per student
		2.	# of TSI-ready students; # of activities provided to students to provide academic supports for success on TSI; # of students that engaged TSI-success activities
		3.	# and dates of activities provided to students that establish distinct college-going culture

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To comply with reporting and evaluation requirements established by TEA and to provide staff with information necessary to support effective program implementation decisions, AISD staff will engage in ongoing monitoring towards continuous improvement. The AISD Department of Research and Evaluation (DRE) reviews all grant requirements, proposed activities, and data being requested. Throughout the duration of the grant program, evaluators will work closely with Academy staff to collect and submit identified data in a timely fashion and will meet regularly to monitor progress and make any adjustments as issues arise. Initially, DRE will provide Academy staff with baseline data pertaining to articulated program performance indicators for program planning and decision-making purposes.

At the campus-level, a team led by the career counselor, will collect data and prioritize needs. On a daily basis, the career counselor will respond to individual student needs as they arise, and on a monthly basis, the counselor will update the Leadership Team with formative data and prioritization of needs. Tracked data will include the planning year and implementation year performance measures along with other data identified.

Additionally, each six-week grading period, the Office of Accountability provides district and school administrators with campus-level dashboard reports to assist staff in monitoring student performance outcomes throughout the year. The dashboard reports provide attendance rates, core course passing rates, and discipline rates. These reports were developed to monitor leading indicators towards high school graduation. Academy staff will utilize these reports to help them to make strategic decisions to support students and teachers as needed, well before the end of the school year. They will regularly share these reports and other benchmark data with the Leadership Team. Finally, evaluation reports produced for this grant by DRE will be distributed to the District's Board of Trustees, superintendent, central office administrators, campus principals, and Academy staff. The reports also will be posted to the district's website.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 1: The commissioner of education is required to establish and administer an early college education program for students who are at risk of dropping out of school or who wish to accelerate completion of the high school program. Describe how the school will address each of the following:

- provide for a course of study that enables a participating student to combine high school courses and college-level courses during grade levels 9 through 12;
- allow a participating student to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school, receive a high school diploma and either an associate degree; or at least 60 semester credit hours toward a baccalaureate degree;
- include articulation agreements with colleges, universities, and technical schools in the state to provide a participating student access to postsecondary educational and training opportunities at a college, university, or technical school; and
- provide a participating student flexibility in class scheduling and academic mentoring (TEC §29.908(b)).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Graduates of the LBJ Health Sciences Academy will graduate in 12th grade with an Associate's Degree in Pre-Health Sciences from ACC and be competitive applicants to a nursing program among other health fields, including dental hygiene, radiology, emergency medical services, health information technology, medical laboratory technology, occupational therapy assistant, pharmacy technology, physical therapist assistant, pre-med, sonography, surgical technology, and veterinary technology. Students will have accumulated articulated and dual credits from ACC and engaged in meaningful WBL at Seton facilities. They will have the opportunity to earn various stacked, industry certifications, including a Certified Nurse Assistant (CNA). Throughout their four years in high school, students will take the pre-requisites and co-requisites that will prepare them to apply to educational programs in a variety of health science fields, including a Bachelor's of Science in Nursing (BSN), an Associate's Degree in Nursing (ADN), or a one-year Licensed Vocational Nursing (LVN) program. Graduates will help fill the current and projected need for Registered Nurses (RNs) and Licensed Practical and Licensed Vocational Nurses (LPN & LVNs) in the Austin Metro Area.

At the Academy, learning environments will be flexible: students will engage in PBL across various locations – from a college campus to a simulation lab, and at many different times – including extended day and summer enrichment programs. Students will engage in WBL experiences that are sequenced along a continuum, beginning with career awareness and career exploration activities in 9th and 10th grade and build to more intensive career preparation activities in 11th and 12th grades. Core courses, such as English and math, will reflect an integration of health sciences concepts and skills as defined in collaboration with Seton and ACC during the planning period of the grant. We will leverage the existing P-Tech Skills Mapping process and ongoing technical assistance and coaching from High Schools that Work (the nation's largest school improvement initiative for high school leaders and teachers) to develop an integrated educational program that addresses academic, technical and workplace skills by mapping backward from the end goal of employable nurses. The process will begin with our industry partners but ultimately involve the collaborative efforts of both high school and college leadership and faculty. The Health Sciences Skills Map will be reviewed annually with first-line managers and industry experts.

The implementation of the Academy will build upon a long history of partnership between AISD and ACC. For over 10 years, AISD has partnered with ACC to manage the operation and administration of the district's College and Career Preparatory Programs (CCPP). CCPP oversees the development and implementation of the Career and Technical Education (CTE) programs and redesign. CTE staff are ACC employees who also report to the AISD High Schools Office and Office of Teaching and Learning and work closely with campus leaders throughout the district to implement college and career-ready curricula. Additionally, AISD and ACC have long-established articulation and dual credit agreements, including signed articulation agreements for the Health Sciences program (see attached MOUs between AISD and ACC for ECHS, dual credit, and articulation agreements). Across the district, there are over 1,000 students enrolled in at least one Health Science course in 2016-17. At LBJ ECHS, a total of 148 students are currently enrolled, including 61 in Principles of Health Science, 41 in Medical Terminology, 6 in Practicum in Health Science – Clinical Experience, 24 in the Practicum in Health Science – Certified Nursing Assistant, and 16 in Practicum in Health Science – Pharmacy Technician. Agreements between AISD and ACC will be maintained and expanded as new courses are developed.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 1 (continued)

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Beginning with 50 9th grade students in AY 2017-18 and adding a grade level each year, Academy students will take courses in grades 9-12 to ensure they graduate with at least 26 high school credits required for the Recommended High School Plan, AISD's default graduation plan as established by AISD's Board of Trustees. By the end of 9th grade, students will be college-ready as measured on the Texas Success Initiative (TSI), and those who are not, will receive additional supports during and outside the school day and year. The Health Sciences Academy will provide afterschool and Saturday tutoring to support students to meet the demands of the academically rigorous program. Additionally, through participation in AVID (grades 9-12), Academy students will form smaller learning communities that develop their learning, study, and academic behavioral skills that are essential to success in rigorous coursework. Academy students will be supported both academically and financially. Provisions in the existing MOU between AISD and ACC for the implementation of ECHS (see Attachments) stipulate how costs will be shared. For example, "AISD shall pay for any tuition, fees, or cost of textbooks not waived by ACC." Grant funds will also support the cost for students to take the TSI.

Students will earn 60 college credit hours by enrolling in dual credit courses that are aligned with ACC's Award Plan for the Associate's in Pre-Health Sciences, and by 11th grade, the bulk of students' coursework will be dual credit with ACC (and may take place on an ACC campus). Upon high school graduation, students will have a number of options to enter the nursing field, including pursuing a one-year LVN program, an Associate's of Nursing, a Bachelor's of Science in Nursing, and/or an RN to BSN program upon successful completion of the ADN program (one additional year of coursework and practicum experience).

Because we know that Anatomy and Physiology I and II can be gatekeeper courses for many nursing students, we have created a crosswalk that will accommodate additional supports and a lighter course load while students take these courses. Additionally, students will enroll in a series of rigorous CTE courses, many of which have been articulated with ACC, throughout grades 9-12 that will bolster their knowledge, skills and real-world applications. Specifically, students will complete the CTE Health Science course sequence that culminates in a yearlong Practicum in Health Sciences, which is designed to give students real-world application with the intent to gain a certification in a variety of health care careers, including Pharmacy Technician, Certified Nurse Assistant, Phlebotomy, and/or Emergency Medical Technician. During this yearlong course and six-week long clinical experience in their 11th grade year, students travel to Seton (among other industry partner sites) to observe healthcare professionals in action and apply the knowledge and skills they have learned in hands-on experiences in clinical settings. In fact, AISD has had an Affiliation Agreement (see Attachments) with Seton Healthcare Family since 2011 that govern these work-based observation and learning experiences for 11th and 12th grade students. The LBJ Health Sciences Academy will build upon this long history with both Seton and ACC to formalize a clear path for students to become nurses within two years of graduating high school.

Beginning in 9th and 10th grade, Academy students will also be exposed to health careers through such activities as tours and summer camps at Seton's Clinical Education Center at Brackenridge Hospital, where medical and nursing professionals are trained. Finally, all Academy students will benefit from various mentorship opportunities, including peer-to-peer, near-peer and employee-based. Nursing students from ACC and University of Texas (UT) School of Nursing will provide career and academic mentoring to academy students in order to help them prepare for college entry and success, particularly in the field of nursing. AISD has recently entered into an agreement with the UT School of Nursing to pilot a Career in Healthcare and Academic Mentoring Program (CHAMP), in which mentoring sessions will occur once a month, following a hybrid group and individual mentoring model. (See Attachments for a draft Memorandum of Understanding between AISD and UT School of Nursing.) Seton will explore providing mentors through small-group exposure to the industry for 9th and 10th graders, with more frequent and intensive individual mentoring for 11th and 12th graders.

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 1: The applicant must identify, in partnership with its local workforce development board, high-demand occupations and programs of study that lead to these occupations. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In collaboration with the local workforce development board, Workforce Solutions – Capital Area Workforce Board, AISD identified high-demand occupations and programs of study that lead to occupations in the Biotechnology and Life Sciences Industry Cluster. (See Attachments for a Letter of Support from Workforce Solutions – Capital Area Workforce Board.) Workforce Solutions' analysis of workforce data conclusively demonstrates the current and projected need for Registered Nurses (RNs) and Licensed Practical and Licensed Vocational Nurses (LPN & LVNs).

According to WANTED Analytics – Austin-Round Rock, Texas MSA, there are currently 7,821 job openings for RNs and 670 for LPN/LVNs. These job openings include staffing agencies, since many large healthcare organizations utilize staffing agencies to recruit talent. Additionally, many healthcare professionals are employed by staffing agencies and work as contract RNs or LPN/LVNs at different healthcare facilities. The top employer with current job openings is Ascension Health, which is Seton's parent organization, and the largest nonprofit health system in the U.S.

According to JobsEQ for Austin-Round Rock, Texas MSA, there are a projected 3,865 RNs and 1,052 LPN/LVNs needed over the next five years (2016-2021). There are currently many more RN and LPN/LVN job openings than accounted for by projections; thus, it appears that these two occupations are actually growing at a much faster rate than projected. And, according to the Texas Workforce Commission's annual wage survey, the starting hourly salaries for Travis County RNs and LPN/LVNs, respectively, are \$25.88 and \$18.69. For RNs and LPN/LVNs, the experienced wages are \$35.62 and \$24.56. This equates to an opportunity to increase wages by 38 percent for RNs and 31 percent for LPN/LVNs.

In collaboration with Seton's Nursing Education Department and ACC's Executive Dean of Health Sciences, AISD identified programs of study that lead to an RN or LVN position. To become a Registered Nurse, a student must have earned an Associate's Degree of Nursing (ADN) or a Bachelor's of Science in Nursing (BSN) from an accredited institution, and then have passed the National Council Licensure Examination (NCLEX). Gaining admissions to an ADN or BSN program is highly-competitive, and requires students to have completed a number of pre-requisite and co-requisite courses. For example, ACC admits less than half of the applicants to its ADN program, with admission standards stating a minimum GPA of 2.75 with a minimum of a C in pre- and co-requisites, and a threshold score on the pre-admission nursing exam. ACC has articulation agreements with several area universities for transferability of lower-division course credit (e.g. Associate's in Pre-Health Sciences, ADN), including Texas State University, Texas Tech University, University of Texas at Austin and Texas A&M University. (See Attachments for Agreements between ACC and these universities.) There are several postsecondary nursing pathways students could choose, including direct entry to a BSN program (see Sample Crosswalk), an ADN program, an ADN to BSN bridge program, or LVN program.

To become a Licensed Vocational Nurse (which is the name used in Texas for Licensed Practical Nurses as well), a student must complete a state-approved training program, often in the form of a diploma, certificate or associate degree. The majority of programs can be completed in one year, and once completed, graduates must pass the National Council Licensure Examination for Practical Nurses (NCLEX-PN). Licensed LVNs have varied opportunities for career advancement, including becoming a registered nurse (e.g. one-year ADN program) or completing a BSN; both options are available as bridge programs, meaning numerous existing credits may transfer into a new program.

LBJ Health Science Academy students will be poised to be competitive to enter an RN or LVN program because they will have completed the pre- and co-requisite courses during high school, with supports to help them earn at least a C, and have engaged in meaningful WBL experiences. For those students who are unable to earn at least a C in these courses (particularly the Anatomy and Physiology courses), they will be counseled to pursue the LVN path, which has less selective admissions requirements. Students who decide to earn an LVN in their 13th year can still go onto pursue an ADN or BSN in subsequent years if they wish. Nevertheless, students will also have the opportunity to earn industry-recognized certifications, such as Certified Nursing Assistants, which can further bolster their eventual application to an LVN or RN program.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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TEA Program Requirement 2: The applicant must enter into an agreement with at least one industry partner, which may include one or more employers within an industry. Describe how the partner will commit to the following for the grant period:

- Serve as an active member of the INDUSTRY CLUSTER NAME Innovative Academy ECHS Leadership Team.
- Provide cash or in-kind contributions equal to 20-25% of the total grant award. Examples of in-kind contributions include costs associated with providing internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
- Ensure a liaison that represents the industry partner(s) interacts directly and frequently with ECHS staff.
- Actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
- Assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).

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Seton Healthcare Family of Central Texas, also known as Seton Family of Hospitals, is a hospital network in the greater Austin area that includes more than 100 clinical locations, including four teaching hospitals that are training sites for Dell Medical School at the University of Texas. Seton currently employs about 12,800 people, making it one of the largest employers in the Austin-Metro area.

As evidenced in the attached letter of support, Seton has agreed to comply with all TEA Program Requirements during the grant period, and is committed to maintaining active participation in years to come. Representatives from Seton's Nursing Education and Sponsored Projects Departments have actively participated in the development of this proposal and commit to continue to serve as active members on the Health Sciences Academy Leadership Team. They have agreed to designate a point person to meet regularly with the Team to address issues of curriculum, school design, and sustainability. This liaison will interact directly and frequently with Academy staff and the district-level staff person designated to oversee high school partnerships with industry partners.

During the planning period of the grant, Seton will participate with other members of the Leadership Team to finalize a scope and sequence that integrates high school and college courses, and WBL experiences along a continuum that is phased in by grade level: career awareness and exploration activities in 9th and 10th grade, including mentorship, summer enrichment activities, hospital and simulation lab tours, guest speakers, project days, etc.; and more intensive career preparation activities in 11th and 12th grade that include continuing and expanding clinical experiences for academy students. In the first year of the academy (and Year 1 of the grant), Seton has committed to host multiple worksite visits to introduce students to careers, invite industry speakers to the school, especially people who can enlighten students on careers in the nursing field, hold project days where industry professionals and students work on hands-on activities together, and explore mentorship opportunities along a continuum (in which 9th and 10th graders could participate in group and/or virtual mentorship, and 11th and 12th graders could meet individually with industry professionals).

Seton has also agreed to actively participate in the development of the curriculum to ensure it is appropriately aligned to marketable skills in the nursing field and includes industry-recognized credentials as part of the degree plan design. As a member of the Leadership Team, Seton will engage in an adapted Skills Mapping process that maps the academic, technical and workplace skills they desire in future employees. They agree to commit the time in the planning period required to undergo this process as well as participate in annual reviews of the Skills Map and core and CTE courses.

Through the use of facilities, staff time to plan for and execute WBL activities, and staff time for participation in the Leadership Team, Seton will provide an in-kind contribution of 25% of the grant award.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 3: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must ensure that 100% of students have access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc. Applicants must provide a detailed plan that describes the industry experiences that will be made available to all INDUSTRY CLUSTER NAME Innovative Academy ECHS students throughout the student's high school career. The plan should build in rigor and responsibility as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the planning period, in partnership with Seton and ACC, the Academy will continue to refine the sequenced continuum of WBL activities and experiences for all students. Focus will be on career awareness (9th/10th grade), career exploration (9th/10th grade), and career preparation (11th/12th grade). This WBL continuum will be accomplished through a series of work-based classroom activities, workplace exposures, and community experiences over time. Classroom activities will support and provide opportunities to reflect what's learned in the workplace and community, and WBL experiences will support the classroom curriculum. In addition, students are supported by and provided with role models and guidance from adults in the school and in the workplace. Students' experiences will also be compatible with their age and stage of development. Academy graduates will not only meet the necessary academic and occupational skills requirements for a particular job or position, they will also master professional skills such as integrity and dependability, negotiation and teamwork, and problem solving and flexibility.

All students will be provided with a full range of opportunities throughout their engagement in the Academy, with the expectation that they participate in authentic workplace learning experiences at each level of the WBL continuum.

Career Awareness: *Activities designed to promote awareness of careers, workplace norms, and employer expectations, as well as personal interests and aptitudes.* Career awareness activities include career mentoring, workplace tours, guest speakers, career fairs, and project days. The objectives of these activities are for students to be introduced to a variety of occupations and career paths within the health sciences field; be provided opportunities to interact with professionals in the health sciences and nursing fields; develop leadership skills, and engage in reflection that connects their experience back to academic work, personal interests and their education and career paths; and build the social and emotional skills demanded by today's workforce. In the first year of the Academy (and Year 1 of the grant), Seton has committed to host multiple worksite visits to introduce students to careers; invite industry speakers from diverse backgrounds to the school, especially those who can enlighten students on careers in the nursing field; hold project days where industry professionals and students work on hands-on activities together; and explore mentorship opportunities along a continuum. During the planning period of the grant, the Leadership Team will enhance this plan with a detailed schedule of career awareness activities that Seton and other partners agree to for the first cohort of students.

Career Exploration: *Activities designed to promote a deeper understanding of a particular industry, career, or occupation of interest.* Career exploration activities include informational interviews, mentorship, focused field trips, and simulations. The objectives of these activities are for students to be provided opportunity for extended dialogue with professionals from the field; connect with their areas of interest and refine those interests; take an active role in selecting the experience and use growing understanding of their career interests to compare with alternatives; improve their ability to make informed decisions at key transition points in secondary and postsecondary learning; develop leadership strengths; and build the social and emotional skills demanded by today's workforce. Academy students will benefit from Seton's Clinical Education Center and collaborative observation experiences with Seton clinical staff.

Career Preparation: *Activities designed to provide an in-depth discovery of the nursing career and the development of the skills and understanding of the education or training needed to be a nurse.* In the workplace, career preparation activities may include workplace challenges and internships, apprenticeships or other work experiences (e.g. clinical observation experiences). Objectives include those of career exploration. In addition, students will develop and demonstrate social and emotional skills in settings that replicate the professional environment. This applied learning will be integrated with classroom instruction and will be relevant and of value to the student beyond success in school. Seton will continue to offer students the opportunity to engage in clinical observation experiences.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 4: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Describe the responsibilities of the career counselor. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Academy will have its own Career Counselor who will work in coordination with existing guidance and college counselors to leverage resources and enhance advisory and counseling services. LBJ Principal, Sheila Henry, has confirmed that the Counselor will have his/her own space in the building. The Counselor will work with the Academy Director to implement the health sciences pathway at the school and ensure long-term commitments and goals are met. The Director will serve as the primary point of contact between the school, Seton and ACC; manage and build additional partnerships with employers and community organizations; support campus-level master scheduling for students and teachers; and support professional development around a college-going culture and project-based learning.

The Career Counselor will be responsible for coordinating career development services for all students including academic advising and implementation of career awareness, exploration and preparation activities. S/he will maintain business and education partnerships that support the Academy's mission of college and career readiness. The counselor will serve all Academy students by building linkages with the school staff, industry representatives, postsecondary educational personnel, parents, and civic and community organizations. Working collaboratively with the school staff and coordinating the support services of the healthcare community, the counselor will facilitate students' transition into the workplace during their time at the Academy. The counselor will also integrate the campus initiative with the broader industry trends and developments. To ensure continuous improvement, the counselor will report regularly to the Leadership Team about progress and possible gaps.

The counselor's primary role and responsibilities will include the following:

- (1) **Provide academic advising to ensure students are on-track and supported to be successful**, including frequent use of data to monitor individual student progress and connecting students with district and/or ACC resources as needed. Use existing infrastructure and resources (e.g. existing guidance and college and career counselors, Naviance, access to student-level data through eCST—web-based electronic Child Study Team), a dashboard of micro and macro-student level academic and behavioral data) to ensure students receive comprehensive and individually-based college and career counseling.
- (2) **Develop and implement innovative workplace learning curriculum**, including PBL opportunities and workplace experiences that address workplace competencies and technical skills. Coordinate career awareness, exploration and preparation activities across the WBL continuum. Work with Seton and the Leadership Team to develop and implement an industry-validated assessment tool for workplace competencies and technical skills.
- (3) **Manage the mentoring program**, by recruiting and training professional mentors from Seton, ACC School of Nursing, UT School of Nursing, and other potential partners. Plan at least two in-person events for students and mentors in Year 1 of the Academy. Survey existing resources and implement a best-practice mentoring program that could include an online platform and program expectations relevant to the health sciences field. Monitor student participation in the program and follow up with those who are not participating. As needed, provide mentors for administrators and teachers in order to educate staff about workplace skills students will need.
- (4) **Coordinate on-site workplace learning experiences at Seton facilities**. In collaboration with Seton, plan pre-work (e.g. learning objectives for the visit) and engaging on-site visits for students that provide insight into the workplace and jobs that students are working toward and align with what students are learning in school. Coordinate school logistics, scheduling, chaperones, etc.
- (5) **As needed, facilitate professional development opportunities for teachers**. Facilitate workplace learning meetings with teachers and explore pairing teachers with nursing professionals for job shadowing and other ongoing professional development experiences (i.e. attending meetings, conferences, and presentations on industry-specific skills).
- (6) **Work with Seton and the Leadership Team to coordinate clinical observations and experiences, practicum, and any other internship opportunities**. Coordinate schedules, transportation, and work spaces (i.e. which days students will work, where they will sit, which meetings they can attend). Serve as primary point of contact for school staff and Seton managers. The Counselor will ensure that an on-site mentor is identified as a resource for each student and will explore developing a formal evaluation with managers, mentors, and teachers (i.e. presentation, written reflection, etc.) to culminate each student's career preparation experience.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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TEA Program Requirement 5: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must describe at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Priority points may be awarded for describing multiple programs of study. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Academy students will complete the required courses to graduate from high school under the Recommended High School Plan, including four credits of English, math, science and social studies, one credit of physical education and fine arts, two credits in Spanish, half credit in speech, and five and one-half elective credits for a total of 26 credits. Each year, students will participate in AVID courses that will provide additional learning and study skills that ensure students are college-ready.

Students will also complete the Health Sciences course pathway that AISD's CTE Department has created and articulated with ACC. This pathway includes 6 credits and the opportunity to attain an industry certification:

1. **Principles of Health Science** (Grade 9 – articulated): Designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry. (1 credit)
2. **Medical Terminology** (Grade 10 – articulated): Designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. This will create medical language literacy required for various healthcare fields. (1 credit)
3. **Health Science Theory** (Grade 11 – Semester 1): Designed to advance the knowledge and skills required in a wide variety of health careers through simulated hands-on experiences. (1 credit)
4. **Health Science Clinical** (Grade 11 – Semester 2): Designed to provide for the development of advanced knowledge and skills via "hands-on" experiences in a simulated and/or clinical setting. (1 credit)
5. **Practicum in Health Science** (Grade 12): Designed to give students real world application with the intent to gain a certification in a variety of health care careers. Students will have an opportunity to travel to various medical sites to enhance their previously acquired skills. Depending on the focus area of the practicum, they may earn an industry certification in: Pharmacy Technician, Certified Nurse Associate, Phlebotomy, and/or Emergency Medical Technician. (2 credits)

Students will also complete 60 college credits over the course of grades 9-12 and earn an Associate of Science Degree in Pre-Health Sciences from ACC. This Associate of Science degree prepares students to pursue a Health Science major in a selective admissions program. To receive an Associate of Science degree in Pre-Health Sciences, students must (a) make a minimum grade of C in all required courses and (b) have an overall GPA of 2.0 or greater. Academy students will take the following dual credit courses that are requirements of ACC's course plan:

- Effective Learning Strategies (EDUC 1300)
- Theater Arts (Drama 1310)
- English 1301
- English 1302
- US History 1301
- US History 1302
- Economics (ECON 2301)
- US Government (GOVT 2305)
- Special Topics in Social Studies (GOVT 2306)
- Astronomy (ASTR 1403)
- Environmental Systems (ENVR 1301)
- Pharmacology (HPRS 2300)
- Introduction to Anatomy & Physiology (BIOL 2404)
- Anatomy & Physiology I (BIOL 2401)
- Anatomy & Physiology II (BIOL 2402)
- Statistics and Risks Management (MATH 1342)
- Psychology (PSYCH 2301)
- Ethics (PHIL 2306)
- Microbiology for Health Sciences (BIOL 2420)

LBJ Health Sciences Academy students will be poised to be competitive to enter and complete an RN or LVN program within one to three years of graduating from high school, because they will have completed the necessary pre- and co-requisite courses and have engaged in meaningful work-based learning experiences.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 6: The applicant must provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study to complete a bachelor's degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Academy students will complete the required credits to graduate under the Recommended High School Plan, earn an Associate of Science Degree in Pre-Health Sciences, and at least one industry certification by grade 12. The Associate's in Pre-Health Sciences is a structured path that prepares students to apply to a variety of health sciences fields, including dental hygiene, radiology, emergency medical services, health information technology, medical laboratory technology, nursing, occupational therapy assistant, pharmacy technology, physical therapist assistant, pre-med, sonography, surgical technology, and veterinary technology. Although students will be encouraged to choose a nursing path, they will also have the flexibility to choose another health science field upon high school graduation.

The attached crosswalk (see Attachments) illustrates a sample course sequence that a student could pursue to complete a bachelor's degree within two years of graduating from high school. As previously mentioned, there are numerous pathways students may take to become a nurse upon high school graduation. Students become RNs after (1) successful completion of an ADN or BSN program, and (2) meeting the required NCLEX score by the Texas Board of Nursing. The attached crosswalk shows the path a student would take if s/he were admitted to Texas State University's Bachelors of Science in Nursing program upon graduation from Reagan ECHS.

Year	Semester 1	ACC course	Semester 2	ACC course
9	Practical Writing (College Readiness)		Effective Learning Strategies	EDUC 1300
9	English I		English I	
9	Algebra II		Algebra II	
9	World Geography		World Geography	
9	PE		PE	
9	Biology		Biology	
9	Spanish I		Spanish I	
9	Study Hall/AVID		Theater Arts	DRAM 1310
9	Principles of Health Sciences (articulated)		Principles of Health Sciences (articulated)	
10	Astronomy	ASTR 1403	Environ. Systems	Envr. 1301
10	Ethics	PHIL 2306	Psychology	PSYC 2301
10	English II		English II	
10	Geometry		Geometry	
10	World History		World History	
10	Chemistry		Chemistry	
10	Spanish II		Spanish II	
10	AVID		AVID	
10	Medical Terminology (articulated)		Medical Terminology (articulated)	
11	English III	English 1301	English III	English 1302
11	Special Topics In SS	US History 1301	US History	US History 1302
11	Intro. To A&P	BIOL 2404	Anatomy I	BIOL 2401
11	Pre-Cal		Pre-Cal	
11	Physics		Physics	
11	AVID		AVID	
11	Health Science Theory & Clinicals		Health Science Theory & Clinicals	
12	US Gov't	Gov't 2305	Spec Topics In SS (2d)	Gov't 2306
12	Anatomy & Phys. II	BIOL 2402	Microbiology for H.S.	BIOL 2420
12	Statistics and Risk Man.	MATH 1342	Pharmacology	HPRS 2300
12	British Literature	ENGL 2322	Economics	
12	AVID		AVID	
12	Practicum in Health Sciences			
Endorsements: Public Services; Dual Credit: Pre-Health Sciences				
Upon admission to Texas State Bachelor's of Science in Nursing Degree Program				
The BSN requires specific courses for degree completion, and with wise planning, you may take courses that satisfy both the Core Curriculum and the BSN requirements within 2 years of tra				
	020 Mathematics	Math 1315 or 1319 or 1329	Additional Lower-Division BSN Requirements	
	030 Natural Sciences	BIOL 1330	BIOL 1322	BIO 2452
		CHEM 1341	PSYC 2314	NUTR 2360
	080 Behavioral and Social Sciences	PSY 1300	BIO 2440	PSYELNA
			BIO 2451	
		High School Course		
		ACC Course		
		Texas State Course		

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 7: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must develop and maintain an ECHS Career Preparation Academy Leadership Team that meets regularly to address issues of curriculum, school design, and sustainability. The leadership team must consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity. The leadership team must consist of the following:

- a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and ECHS Career Preparation Academy principal or director
- b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison
- c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
- d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Leadership Team is responsible for helping to bring the shared vision for the Academy to fruition by collaborating and building consensus among the partner organizations. The team will monitor the progress of the Academy, guide the curriculum, identify opportunities to support it, and troubleshoot challenges as they arise.

During the grant proposal development process, AISD convened a team of representatives from AISD, ACC and Seton. Membership of the Leadership Team will be formalized and expanded in the Spring of 2017. It will meet bimonthly during the planning period and monthly during Year 1 of the Academy to address issues of curriculum, school design, and sustainability. The Leadership Team will consist of high-level personnel with decision-making authority who will report to each member organization.

a. District: AISD

- Associate Superintendent of High Schools, Craig Shapiro – Former high school principal experienced in business/school partnerships
- District-level Director of P-Tech Model (to be hired with local funds) – Oversee all Academy models throughout the district.
- Executive Director of OID, Michelle Wallis – District leader in innovating and developing partnerships with businesses, non-profits, and philanthropic organizations
- Director of CTE, Annette Gregory – district leader of CTE endorsements, career clusters, industry certifications, WBL, and ACC partnership
- LBJ Principal Sheila Henry
- Academy Director (to be hired with local funds)
- Academy Career Counselor (to be hired with grant funds in Year 1)

b. Primary College & Dual Credit Partner: ACC

- Chief Academic Officer, Charles Cook
- Executive Director – School Relations at ACC, Shasta Buchanan
- Director of ECHS at ACC, Melissa Biegert
- Assistant Dean of Health Sciences at ACC, Patricia Recek

c. Industry Partner: Seton Family of Hospitals

- ECHS liaison – Sally Foster, Seton Nursing
- Jenny Hawkins – Director of Diversity

d. Other:

- Texas Workforce Solutions Capital Area, Executive Director, Tamara Atkinson—advisor to AISD on area industry needs and trends
- Teachers, parents, students, where applicable and appropriate

The Leadership Team will create a charter, with goals, norms, and guiding principles negotiated and recorded that could include: mission and purpose, scope of authority, committee norms and procedures, and membership.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 8: The applicant must describe a proposed sustainability plan to ensure that the school will continue to meet the goals of the INDUSTRY CLUSTER NAME Innovative Academy ECHS beyond period of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AISD's Associate Superintendent of High Schools embarked on the P-TECH 9-14 School project in June 2016 addressing the gap between the district's graduation rate (89%) and the direct-to-college enrollment rate (61%). The plan, with emphasis on first-generation college-goers, will be presented to the AISD Board of Trustees in the fall of 2016 and placed into effect in school year 2017-18. As part of this process, the following leaders have communicated mutual commitment to the model, engaging in numerous conversations and site visits: AISD Superintendent, Dr. Paul Cruz; President/CEO of ACC, Dr. Richard Rhodes; ACC Chief Academic Officer, Charles Cook; and Associate Superintendent of High Schools, Craig Shapiro. The AISD OIS is supporting the P-TECH project through ongoing interactions and agreements with area business, institutions of higher education, and community partners. Leveraging existing structures and high-level commitment to the school model, plus expanded partnerships with long-standing partners, Seton and ACC, grant funds will be well-supported and positioned for success.

Grant funds will support the first year salary and benefits for the Career Counselor, upgrades to classrooms to support PBL in the health sciences field, and costs associated with extending the day and school year. AISD will invest local funds in the salary and benefits of the Academy Director, the AVID teacher and the Academy teaching positions, one-to-one computers, building utilization costs associated with the extended school day and year, and student recruitment and promotion materials. AISD is committed to sustaining the grant-funded costs beyond the term of the grant with local dollars because we are deeply committed to transforming high schools throughout the district to better respond to workforce needs. The long-term vision of AISD's High Schools Office is to create 8-10 Innovative Academies throughout the district over the next three to five years.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 9: FOR NEW EARLY COLLEGE HIGH SCHOOLS ONLY – The applicant must describe a school plan that serves grades 9 through 12 and targets and enrolls a majority of students who are at risk of dropping out of school (at risk, economically disadvantaged, English language learners, and first-generation college goers) or who wish to accelerate completion of the high school program, and attempts to serve no more than 100 students per grade level in grades 9-12. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	X	X	X

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate			
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>		<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias			
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender			
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender			
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program			
A99	Ensure historically underrepresented parents can fully participate in parent activities	<input type="checkbox"/>	<input type="checkbox"/>	

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language			
B02	Provide interpreter/translator at program activities			
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.			
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds			
B05	Develop/maintain community involvement/participation in program activities			
B06	Provide staff development on effective teaching strategies for diverse populations			
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity			
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider			
B09	Provide parenting training			
B10	Provide a parent/family center			
B11	Involve parents from a variety of backgrounds in decision making			

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school			
B13	Provide child care for parents participating in school activities			
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities			
B15	Provide adult education, including GED and/or ESL classes, or family literacy program			
B16	Offer computer literacy courses for parents and other program beneficiaries			
B17	Conduct an outreach program for traditionally "hard to reach" parents			
B18	Coordinate with community centers/programs			
B19	Seek collaboration/assistance from business, industry, or institutions of higher education			
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color			
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color			
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program			
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints			
B99	Other (specify)			

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #20—Outside Sources of Income and Pre-Existing Content

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Outside Sources of Income. Report any non-TEA income used to support or develop the identified TEA-funded project if the content, products, or materials created using grant funds are to be commercialized.

NOTE: The grand total from this part of this schedule does not transfer to Schedule #6—Program Budget Summary.

☐ Not applicable. The contents, products, and/or materials created using grant funds will not be commercialized. (If in the future it is determined that the content, products, and/or materials will be commercialized, the IHE applicant must contact the Division of Grants Administration at grants@tea.texas.gov).

#	Grantor	Grant Period	Amount
1			\$
2			\$
3			\$
4			\$
5	Total:		\$

Part 2: Pre-Existing Content. On this part of the schedule, list by title all items of pre-existing content that were not funded with TEA funds.

The provisions of any and all memoranda of understanding between TEA and the IHE applicant regarding copyrights in works created by the IHE applicant, and/or its component institutions, with TEA funding, are incorporated herein.

☐ Not applicable. No product, document, or content existed prior to receipt of grant funds from TEA.

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For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Attachments – Austin ISD: Health Sciences Innovative Academy – ECHS

1. Agreements with Austin Community College (ACC)

- a. Memorandum of Understanding: ACC & AISD Early College High School
 - Establishes joint decision-making procedures that allow for planning and implementation of a coherent program across ACC and AISD (Grant-Specific Criteria)
 - Signed agreement between AISD and ACC that addresses statutory requirements (Statutory or TEA Priority)
- b. Memorandum of Understanding: ACC & AISD Dual Credit Program
 - Establishes joint decision-making procedures that allow for planning and implementation of a coherent program across ACC and AISD (Grant-Specific Criteria)
 - Signed agreement between AISD and ACC that addresses statutory requirements (Statutory or TEA Priority)
- c. Articulation Agreement between AISD and ACC
- d. Articulation Agreements between ACC and Four-Year Institutions:
 - i. Texas State University Bachelor of Science in Nursing (BSN)
 - ii. Texas Tech University Health Sciences Center – Closing the Gaps in Participation and Success Addressing the Shortage of Nursing Professionals, includes Concurrent Admission – Concurrent BSN Degree Plan
 - iii. University of Texas at Austin and ACC Articulation and Instructional Services Agreement: A Collaboration Addressing the Shortage of Nursing Professionals with BSN and Higher Degrees
 - iv. Texas A&M University System Health Science Center College of Nursing and ACC (RN to BSN program)

2. Agreements with Industry Partner (Seton)

- a. Affiliation Agreement

3. Other Attachments

- a. Draft MOU with UT School of Nursing for Career in Healthcare and Academic Mentoring Program (CHAMP)
- b. Sample Draft Crosswalk

4. Letters of Support

Attachments – Austin ISD: Health Sciences Innovative Academy – ECHS

- a. Austin Community College
- b. Seton Family of Hospitals
- c. Workforce Solutions
- d. City of Austin

MEMORANDUM OF UNDERSTANDING

September 1, 2014-August 31, 2017

COLLEGE DISTRICT:

INDEPENDENT SCHOOL
DISTRICT:

Austin Community College (ACC)

Austin Independent School District

The institutions named above enter into the following agreement for the implementation of an Early College High School, as designated by the Texas Education Agency under the authority of the Texas Education Code 29.908(b) and Texas Administrative Code 102.1091.

The purpose of this agreement is to provide an opportunity for low-income, first generation college goers, and those who are statistically underrepresented in higher education, who face challenges that prohibit a smooth transition into postsecondary education, to earn a high school diploma and up to 60 hours of college credit and/or an Associate Degree upon graduation from high school.

The Partners desire to collaborate in the operation of an Early College High School (ECHS) program to prepare students for successful college and career transitions through the integration of high school, college, and career services with a commitment to collaboration in planning, implementation, and continuous improvement.

The services provided by this partnership are pursuant to the authorities of:

- (a) Texas Education Code 29.908(b) allows for the creation of Early College Educational Programs through an articulation agreement between Independent School Districts and Institutions of Higher Education for the purpose of providing high school students the opportunity to earn up to 60 hours of college credit and/or an Associate Degree; and
- (b) Texas Administrative Code 102.1091 allows for the implementation of Early College Educational Programs as Early College High Schools, through an application process that includes approval and oversight by the Texas Education Agency (TEA);
- (c) Having been approved by the TEA to create an ECHS partnership, the Partners enter into this articulation agreement.

By this Agreement it is mutually understood and agreed by the Partners as follows:

- 1) **Term and Provisions for Termination.** The term of this Agreement shall be three (3) years from Sept. 1, 2014 through August 31, 2017, including an annual review.

This Agreement may be extended for additional terms of one (1) or more years upon the mutual consent of the Partners evidenced by an extension agreement entered into

no later than August 31st. Either Partner may initiate a review process of this Agreement to renegotiate any of the provisions.

Any provision of the preceding paragraph notwithstanding, either Partner may terminate this Agreement prior to the expiration of the term hereof for good cause, or by written mutual agreement of the Partners. Termination shall include provisions for allowing ECHS student cohorts enrolled at the time of such termination to complete their college courses of study through the date of their expected high school graduation.

- 2) **Payment.** AISD shall pay for any tuition, fees, or cost of textbooks not waived by ACC. ACC shall invoice AISD quarterly for services provided, as agreed upon. Payment is due Within 30 days of invoice date. ACC shall waive all tuition and fees for courses taken by AISD ECHS students in fulfillment of the requirements for their degree or certification plans, up to 60 credit hours.
- 3) **Joint Responsibilities.** ACC and AISD will collaborate in the planning, implementation, and evaluation of ECHS programs, processes and services through a joint Steering Committee and specialized work groups as needed. The Steering Committee will convene monthly or as needed; with the Steering Committee comprised of college, district, and campus leadership staff providing the direction and leading the collaborative efforts of these to further the goals of the ECHS partnership.
- 4) **Austin Independent School District (AISD) Responsibilities:**
 - A. **Program Management.**
 - i. AISD shall provide a Principal or Director who is assigned 100 percent to the ECHS and has scheduling, hiring, and budget authority.
 - ii. AISD will administer the comprehensive high school program to include the responsibility for college-readiness and high school graduation.
 - iii. AISD will provide SACS-Qualified, High School Certified Faculty (SQHSCF), school-district staff resources, student records support, and scheduling support as necessary to deliver the agreed-upon college course sections to support the ECHS program. AISD will invite ACC department representatives to participate in the hiring process for any SQHSCF the district is considering hiring to teach in an ECHS program.
 - iv. AISD will provide support to ACC faculty and adjunct faculty, as well as SQHSCF, to assist them with successful program implementation. Regular meetings with ACC staff and district/campus staff will be held to ensure successful program implementation.
 - v. AISD will provide office space and services (e.g., security, custodial, building access, mail, etc.) as needed for the ECHS program.
 - vi. AISD will coordinate with ACC staff to share information and coordinate policies regarding grading periods, courses of study, curriculum alignment, instructional calendar, student enrollment, attendance, and textbooks.

B. Curriculum, Instruction and Professional Development.

- i. AISD will ensure the Vertical alignment of college readiness skills and a college going culture for students feeding into ECHS and students currently enrolled in the ECHS.
- ii. AISD will participate in planning to ensure that the necessary dual credit classes are scheduled in a timely manner to facilitate the goals of the ECHS.
- iii. AISD will assist with campus orientation and information to ACC faculty who are not part of the high school faculty, and will provide information about the standards of conduct for school district faculty and any rules and regulations unique to the high school environment. AISD staff will assist ACC ECHS program staff and ACC faculty with communication and problem solving.
- iv. AISD will provide release time as necessary for SQHSCF staff to attend college orientation sessions and to participate in college staff development activities as necessary to maintain good standing in the ACC academic department.

C. College and Career Activities. AISD will provide support as needed for college-related activities needed to implement the ECHS, including activities scheduled during the school day.

D. Resource Data. AISD will assist in the development of a data-sharing agreement that complies with the Family Educational Rights and Privacy Act (FERPA), and that provides for the sharing of all allowable student-level information among institutions.

E. Teaching Eligibility/Staffing.

- i. AISD will facilitate the identification of SQHSCF and their participation in the ACC faculty hiring process.
- ii. AISD will provide scheduling and planning information for SQHSCF interviews to include ACC representatives as part of credentials review and interview committees.
- iii. If SQHSCF are approved by ACC academic departments to teach ACC courses, AISD will allow release time for such SQHSCF to attend any required ACC department meetings or professional development.
- iv. AISD administration will facilitate adherence to requirements imposed by ACC academic departments to ensure the rigor of coursework and college-level standards among SQHSCF such as requiring ECHS students to take final course exams at an ACC campus testing center.

F. College Counseling, Guidance, and Student Services.

- i. AISD's Guidance and Counseling Department will facilitate the college enrollment of students into the ECHS and in meeting all requirements to take the desired ACC courses.

- ii. AISD will facilitate the provision of college student support services, including electronic resources delivered via technology, for students enrolled in college courses.
- iii. AISD will coordinate with ACC ECHS program staff, ACC faculty, and ACC staff in the Office for Students with Disabilities (OSD) to accommodate students with disabilities enrolled in college courses, in accordance with the Americans with Disabilities Act. A high school student's Individualized Education Program may not substitute for a college OSD review to establish required accommodations. AISD will provide all readers, scribes, interpreters, equipment, and other resources needed to deliver required accommodations for students in college courses located at the high school campus.
- iv. AISD's Guidance and Counseling Department staff will collaborate with ACC departments to provide promotional and informational materials about the ECHS and other ACC programs to students, faculty, and staff.
- v. AISD will purchase college textbooks and other required college instructional materials for participating ECHS students and will assist with the coordination for the receiving, inventory, and distribution of college textbooks for participating ECHS students. For the purposes of this agreement, AISD is allowed to buy books from the ACC bookstore whenever it is more expedient and efficient.
- vi. AISD will coordinate Texas Success Initiative (TSI) testing for prospective and current ECHS students as agreed-upon and following college testing guidelines.

G. Finances and Transportation.

- i. AISD will provide transportation for students to ACC campuses as necessary to support the goals of the ECHS, including a minimum of six visits per year to the college campus for students not yet taking courses on an ACC campus.
- ii. AISD will reimburse the college at a flat rate of \$2,000 per section for courses taught by ACC faculty in which ECHS students are registered by cohort.
- iii. AISD will reimburse the college at a rate of \$100 per ECHS student for those who register individually for ACC course sections comprised primarily of non-ECHS college students.
- iv. AISD will absorb all salary and benefits for SQHSCF who are AISD employees assigned to teach ECHS courses.

5) Austin Community College (ACC) Responsibilities:

A. Program Management.

- i. Austin Community College District will serve as the guide and support for the operation of the Early College High Schools under the direction of the ACC Director of Early College High Schools and the AISD ECHS Principal/Directors or designees.
- ii. ACC staff members will be responsible for delivery of college services and will provide support and assistance to the AISD Early College High

- School program, including reporting information designed to improve student retention and completion rates.
- iii. ACC staff will be responsible for all ECHS dual-credit and concurrent enrollment courses working with the AISD ECHS Principal/Director or designee and ACC staff as necessary to deliver the agreed-upon ECHS program.
 - iv. ACC staff will provide support to ACC faculty and adjunct faculty, as well as SQHSCF, to assist them with successful program implementation. Regular meetings with ACC staff and district/campus staff will be held to ensure successful program implementation.
 - v. ACC staff will coordinate with AISD to share information and coordinate policies regarding grading periods, courses of study, curriculum alignment, instructional calendar, student enrollment and attendance.

B. Curriculum, Instruction and Professional Development.

- i. ACC staff will ensure that dual credit courses are delivered as necessary to meet the goals of the ECHS. Where necessary and agreed upon, ACC staff will create additional ACC class sessions to facilitate the goals of the ECHS.
- ii. ACC staff will provide a campus orientation and information to ACC faculty who are not part of the high school faculty, and will provide information about the standards of conduct for school district faculty and any rules and regulations unique to the high school environment. The ACC staff will assist high school campus staff and ACC faculty with communication and problem solving.
- iii. ACC staff will facilitate SQHSCF participation as appropriate in ACC orientation activities, ACC professional development and required evaluation activities, and college and student success initiatives.
- iv. ACC staff will ensure that the ACC course load of SQHSCF or other faculty are adjusted as needed to deliver instruction necessary to accomplish the goals of the ECHS.
- v. ACC staff will work with academic departments and ACC faculty to encourage reuse of required textbooks and other materials purchased for ECHS by AISD.

C. College and Career Activities. ACC staff will provide ACC institutional support for college-related activities needed to implement the ECHS, including facilities for all courses for ECHS students taught on an ACC campus.

D. Resources/Data. ACC staff will develop a data-sharing agreement that complies with the Family Educational Rights and Privacy Act (FERPA), and that provides for the sharing of all allowable student-level information among institutions, including number of credit hours taken and earned, GPAs, state assessment results, SAT/ACT, PSAT scores, and TSI readiness by grade level.

E. Teaching Eligibility/Staffing.

- i. ACC staff will assist prospective ACC faculty candidates with information regarding the faculty hiring process, and will serve as a liaison when necessary between the ACC academic department and the candidate.
- ii. ACC staff will work with ACC academic departments to encourage the hiring of SQHSCF who meet department standards for adjunct faculty.
- iii. ACC staff will work with ACC Human Resources and ACC academic departments to ensure that ACC faculty and staff assigned to work on the ECHS campuses have completed the appropriate fingerprinting and criminal background checks.

F. College Counseling, Guidance, and Student Services.

- i. ACC staff will act as a resource for AISD's Guidance and Counseling Department to facilitate the college enrollment process for ECHS students.
- ii. ACC staff will facilitate the provision of student support services, including electronic resources delivered via technology, for students enrolled in college courses.
- iii. ACC staff will coordinate with AISD staff to accommodate students with disabilities enrolled in college courses, in accordance with the Americans with Disabilities Act.
- iv. ACC staff will assist in providing AISD counselors with ECHS information for parents and students materials.
- v. ACC staff will collaborate with ACC Departments to provide promotional and informational materials about ACC to AISD counseling staff.
- vi. ACC staff will assist with the coordination for the provision of textbooks.
- vii. ACC staff will collaborate with campus staff and provide support for TSI testing as agreed upon for ECHS students.

G. Finances.

- i. ACC will waive standard tuition and fees for ECHS students.
- ii. ACC will waive the \$2,000 section reimbursement fee outlined in AISD G.ii above for sections taught by SQHSCF who are AISD employees. As AISD will absorb the cost of all salary and benefits for such SQHSCF, ACC will not provide any additional monetary compensation to such instructors.

6) Authorization. Subject to any annual approvals that may be required by law or by the TEA, the term of the MOU shall commence upon the date that the second of the Partners has signed this MOU ("Commence Date").

7) Amendments. This agreement may only be amended by mutual written agreement of the Partners.

(signed) PG 9/23/14
Paul Cruz, Ph.D. Interim Superintendent Date

Austin Independent School District

(signed) Vince Torres
Vince Torres, President, Board of Trustees Date

Austin Independent School District

APPROVED AS TO LEGAL FORM

9/19/14

(signed) MM Richard M. Rhodes 3/6/15
Richard M. Rhodes, Ph.D., President/CEO Date

Austin Community College District



Dual Credit Program

MEMORANDUM OF UNDERSTANDING

BETWEEN

AUSTIN COMMUNITY COLLEGE DISTRICT

AND

AUSTIN INDEPENDENT SCHOOL DISTRICT

(September 1, 2016 – August 31, 2017)

Purpose

The institutions named above enter into the following agreement for the implementation of a dual credit partnership which is designed to enable eligible high school students the opportunity to enroll in college credit courses that also fulfill high school graduation requirements. The Texas Administrative Code (TAC 19), Chapter 9, Subchapter H, *Partnerships between Secondary Schools and Texas Public Two-Year Colleges* establishes authority and rules for two-year associate-degree-granting institutions to enter into agreements with secondary schools to offer courses that grant credit toward the student's high school curriculum requirements and college-level credit. Dual Credit requirements are identified in 19 TAC Chapter 4, Subchapter D, *Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges*, §4.85.

The following conditions apply to this agreement in accordance with Texas Higher Education Coordinating Board Rules and Regulations, §4.84:

Eligible Dual Credit Courses

Eligible dual credit courses are (a) courses identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual and included in ACC's Core Curriculum; or (b) be identified as a college-level workforce education course required for an Associate of Applied Science (AAS) degree or certificate program and approved in the current edition of the Workforce Education Course Manual (WECM).



Dual Credit Program

GENERAL PROVISIONS FOR DUAL CREDIT

DEFINITIONS

Dual Credit programs at ACC include:

- 1) Dual Credit – A college credit course that fulfills high school graduation requirements
- 2) Dual Credit Plus – A college credit course sequence that fulfills high school graduation requirements while also enabling motivated students to maximize their ability to earn additional credits in a guided pathway while in high school.
- 3) Career Academy – A Career Academy provides high school students with an opportunity to earn entry level certificates through workforce dual credit courses.
- 4) Credit-in-Escrow - A high school course that is part of an ACC Tech agreement between an ISD and ACC. College credit is awarded after the student enrolls at ACC and successfully completes one college-level course within two years of high school graduation.
- 5) Co-enrollment - A college credit course not required for high school graduation requirements but required for ACC credential completion.

ELIGIBLE COURSES

- 1) Courses must be identified as college-level academic courses in the current edition of the Lower Division General Academic Course Guide Manual and be included in ACC's Core Curriculum; or be identified as a college-level workforce course required for an Associate of Applied Science (AAS) degree or certificate program and approved in the current edition of the Workforce Education Course Manual (WECM)
- 2) Instruction, instructional materials, and grading will be at the equivalent level of instruction, instructional materials, and grading used for the identical course taught on the main campuses of the College.

STUDENT ELIGIBILITY

- 1) To participate in Dual Credit, students must meet the College's entrance requirements (including satisfactory completion of the Texas Success Initiative (TSI) in the areas required for the course(s) in which they wish to enroll or documentation of exemption status).
- 2) Dual credit students must have successfully completed eighth grade.
- 3) Dual credit students are subject to all College policies and procedures.

LOCATION AND STUDENT COMPOSITION OF CLASSES

Dual credit college classes must be taught on the college campus or on the high school campus or via distance learning. Courses may only be composed of dual credit only or of dual and college credit students.



Dual Credit Program

FACULTY SELECTION, SUPERVISION, AND EVALUATION

- 1) All instructors must meet the minimum faculty requirements as specified by ACC in accord with the guidelines of the Southern Association of Colleges and Schools Commission on Colleges.
- 2) The College shall select, supervise, and evaluate instructors for courses that result in the award of credit.
- 3) High school instructors applying to teach dual credit courses should complete the steps specified in the "Joining the ACC Faculty," a report of the Dual Credit Adjunct Faculty Committee (December, 2015). See Appendix A.
- 4) High School instructors who teach dual credit courses on a high school campus as a part of the ISD teaching load will be paid a stipend by ACC \$500 per course section.
- 5) Instructors, even if employed by and paid by an Independent School District, must be supervised in instructional matters by the ACC Department Chair and must meet all administrative and evaluation requirements and attend required faculty training.
- 6) Official college transcripts of instructors must be kept on file at the College.

COURSE CURRICULUM, INSTRUCTION, AND GRADING

- 1) The curriculum for any course offered by ACC for dual credit shall be the regular college curriculum.
- 2) Instruction of college courses that may be used for dual credit shall be held to the same departmental and curricular standards as all other courses in that discipline.
- 3) The same standards of grading shall apply for all courses taught by ACC, regardless of whether the course is delivered on an ACC campus or high school campus.

DUAL CREDIT PLUS COURSE SEQUENCE

- 1) The curriculum for courses offered in the Dual Credit Plus sequence shall be used for dual credit in the ACC Core curriculum or to the ACC General Studies in Arts or Science degree.
- 2) Dual Credit Plus four year freshmen sequence will have a student enrollment cap of no more than 30 students per school cohort.
- 3) The availability of courses structured under the Dual Credit Plus sequence are contingent upon the availability of ACC faculty. Students may need to take classes on an ACC campus to continue with a sequence.
- 4) For course tuition and fee waivers, refer to "Tuition and Fee Waiver" section of agreement.



Dual Credit Program

CAREER ACADEMY

1. A Career Academy provides high school students with an opportunity to earn entry level certificates through completion of workforce dual credit courses.
2. The High School should be approved by ACC as a Career Academy participating school.
3. Career Academy students qualify for the 12-course waiver for the 2016-2017 academic year. Beginning Fall 2017, students will be assessed \$100/course in-district or \$150/course out-of-district tuition.
4. Academy Participating High Schools and School Districts agree to transport students to an ACC Campus which hosts the selected Career Academy.
5. Some Academies may require demonstration of college readiness prior to acceptance into program.

ACADEMIC POLICIES AND STUDENT SUPPORT SERVICES

Regular academic policies applicable to courses taught at the college's main campus also apply to dual credit courses. Students in dual credit courses are eligible to utilize the same support services as students on other ACC campuses.

TRANSCRIPTING OF CREDIT

College credits will be transcribed immediately upon a student's completion of course(s) each semester.

DATA SHARING – ISD

The data sharing agreement applies to all ACC high school programs which include Dual Credit, Early College High School, and Career Academies.

- 1) The ISD will provide the following student information for all students enrolled in an ISD high school campus: student name (First, Middle, Last), ISD identification number, date of birth, grade level, high school endorsement area, mailing address of record for all ISD students, and whether the student has a parental waiver for participation. The above information will be provided electronically in a template provided by ACC and will be provided no later than the **fourth Monday of September each academic year.**
- 2) The ISD may add individual students to the original roster by sending electronically an additional roster listing only students to be added and showing the following information: student name (First, Middle, Last), ISD identification number, date of birth, grade level, high school endorsement area, mailing address of record, previous high school, and reason for addition. All additions must be transmitted by the ISD no later than the **end of January each academic year.**
- 3) The ISD will provide student scores on STAAR English 2 and Algebra 1, PSAT, PLAN-ASPIRE, SAT, and/or ACT tests for all ISD students, where available. Student test score information will be provided electronically in a template provided by ACC and will be provided no later than **November 15th, or the date specified in the annual planning meeting.**
- 4) Upon receipt of the student information, ACC will use the student enrollment information to present opportunities for dual credit. ACC may use the student mailing information to send information pertaining to ACC enrollment to the families of all ISD students. ACC may use the student test scores to determine student enrollment eligibility and to provide students with

additional college admissions testing opportunities. The ISD student information may be used by ACC for student enrollment purposes through September, 2017.

- 5) Any unauthorized disclosure of confidential student information is a violation of the Family Educational Rights and Privacy Act of 1974 (FERPA) and the implementing regulations found in 34 CFR Part 99 and shall not be permitted to occur. While in possession of this data, the ISD shall permit only its employees authorized to use the data for college enrollment purposes to have access to the data. ISD also agrees to store the data in a secure area and to prevent unauthorized access. All persons authorized to have access to the data have certified their understanding that they may be held liable individually for any and all criminal and civil penalties imposed for breach of confidentiality.

DATA SHARING – ACC

The data sharing agreement applies to all ACC high school programs which include Dual Credit, Early College High School, and Career Academies.

- 1) ACC will provide the following information on an ISD's initial entry into the program: postsecondary transition rates from ISD students to Texas institutions of higher education (taken from Texas Higher Education Coordinating Board [THECB] data); benchmark data from the prior year to show ISD student enrollment at ACC.
- 2) ACC will provide the following annual reports to the ISD superintendent and high school principals: Fall, Spring, and Summer ACC dual credit enrollments by high school; Fall, Spring, and Summer ACC dual credit student success outcomes by high school; and College and High School Relation high school program participation rates by activity.
- 3) ACC will provide, upon written request from an appropriate school district official, information on individual ACC Tech credit attainment and college major. The student college credit attainment and college major information is designed to assist school personnel in educational programming and may not be published.
- 4) ACC assures that in all reports, electronic or otherwise, derived from information made available under this agreement, data shall be aggregated in such a way that no individual will be identified directly or by deduction.
- 5) Any unauthorized disclosure of confidential student information is a violation of the Family Educational Rights and Privacy Act of 1974 (FERPA) and the implementing regulations found in 34 CFR Part 99 and shall not be permitted to occur. While in possession of this data, ACC shall permit only its employees authorized to use the data for college enrollment purposes to have access to the data. ACC also agrees to store the data in a secure area and to prevent unauthorized access.
- 6) All persons authorized to have access to any student data have certified their understanding that they may be held individually liable for any and all criminal and civil penalties imposed for breach of confidentiality.

This Data Sharing Agreement covers only the essential elements of a cooperative relationship; unexpected events may arise that require mutual understanding, communication, and trust.



Dual Credit Program

FUNDING

The state funding for dual credit courses will be available to both public school districts and public two-year associate degree-granting institutions based upon the current agreement between the Commissioners on Education and Commissioner of Higher Education.

TUITION AND FEES WAIVER

Austin Community College will waive tuition and fees for up to 12 eligible classes. Out-of-district students will be charged a \$150 per-course fee for courses taken at any ACC Campus, Center, or via distance learning for up to 12 eligible classes. Out-of-district students will not be charged the per-course fee if they take classes scheduled at a high school campus or demonstrate financial need through documented eligibility for free lunch or family eligibility for public assistance. Documentation must be submitted each school year for eligibility.

The dual credit tuition and fees waiver will only be applied to college credit courses that are a part of the current ACC Core Curriculum or a workforce course included in a certificate or associate of applied science degree. All remaining ACC courses will be assessed regular tuition and fees according to a student's residency.

Course withdrawals and dropped courses will be counted against the 12 course waiver limit after the second class day of each session. The student will be charged full tuition and fees based on residency for courses taken above the 12-course waiver limit and non eligible courses.

The dual credit tuition and fees waiver is subject to change without notice by the ACC Board of Trustees.

SERVICES FOR STUDENTS WITH DISABILITIES

In order for students with disabilities to receive accommodations from ACC, students must provide ACC's Student Accessibility Services with current (within three years of enrollment at ACC) documentation of disability. Documentation consists of a statement or evaluation from a recognized medical professional. The Individualized Education Plan used for public school students may not substitute for the documentation specified above. High school personnel will refer students who require accommodations to ACC's Student Accessibility Services.



Dual Credit Program

The details below will facilitate effective delivery of instruction and services:

Area	ACC Responsibilities	ISD Responsibilities
Course Schedule	<p>Develop course schedule in collaboration with ISD representative.</p> <p>Mutually agree on policy to follow regarding the college operation of classes in cases of weather-related closing of schools, parent nights ("Back to School," etc.).</p> <p>Make appropriate adjustments to meeting minutes in advance for ISD holiday calendar conflicts and notify teaching faculty each semester.</p>	<p>Develop annual scheduling plan and semester course schedules in collaboration with ACC representatives.</p> <p>Mutually agree on policy to follow regarding the college operation of classes in cases of weather-related closing of schools, parent nights ("Back to School," etc.).</p> <p>Make appropriate requests for special events that will impact ACC classes at high school campuses. Requests must be submitted two weeks prior to the start of each semester.</p>
Facility	<p>Offer college credit classes on site at designated ISD high school(s).</p> <p>Work with designated ISD contact to ensure instructional media and equipment is available.</p> <p>Comply with ISD facility guidelines.</p> <p>Provide appropriate college staffing, when library available for public access.</p>	<p>Provide ACC faculty with the necessary classroom space equipped for college-level instruction, including:</p> <ul style="list-style-type: none"> • Adequate board space • Computer/Laptop equipment with projection • Multimedia equipment • Internet access that lifts ISD's firewall restrictions • Instructional space that is available and ready within allotted instructional class time(s). • Designate parking location for teaching faculty. <p>Designate official contact that will facilitate classroom instructional needs listed above.</p> <p>Provide ACC the procedure for security of facility at the end of each class and all facilities rules, including any ACC faculty or student restrictions.</p>
Personnel	<p>Distribute to ACC faculty for dissemination to ACC students the general "house rules" of the high school facility as they apply to ACC students.</p>	<p>Designate official high school contact with whom ACC Director of Dual Credit and Career Programs is to work.</p>
Public Relations	<p>Provide Dual Credit informational and promotional materials to high school/district contacts.</p>	<p>Include ACC's Dual Credit and other ACC programs in District Catalog and student and parent materials, meetings, etc.</p> <p>Assist ACC personnel with opportunities to speak to faculty, parent, and student organizations to help them gain a better understanding of this cooperative partnership.</p>
Support Services	<p>Arrange delivery of informational sessions for students and parents, academic advising, and registration assistance to students.</p> <p>Provide ISD-specific orientation information to ACC faculty who teach at the high school campus.</p> <p>Provide confirmation of course schedules, class rolls, and final grade reports to the high school as allowed by FERPA.</p> <p>Meet to plan logistics and on-site support for ACC summer classes taught at high school campus (es).</p>	<p>Designate procedure to provide duplication services to ACC faculty at the high school site. Large print orders will be submitted to ACC duplication.</p> <p>Distribute promotional materials to high school students encouraging the use of online and telephone textbook purchases.</p> <p>Meet to plan logistics and on-site support for ACC summer classes taught at high school campus (es).</p>



Dual Credit Program

Area	ACC Responsibilities	ISD Responsibilities
Services for Students with Disabilities	Provide accommodations for ISD students enrolled in ACC classes taken on ACC campus, based on documented disability.	Provide accommodations, by arrangement with ACC Student Accessibility Services for ISD students enrolled in ACC classes taken on the high school campus. Timely refer students with disabilities to ACC Student Accessibility Services at the ISD's Primary Support Campus.
Student Records and Reporting	Provide mutually agreed-upon reports of student enrollment and course grades to designated ISD officials upon request as allowed by FERPA.	Designate an official to request ACC reports and sign a release indicating that student records are not released to the public under FERPA. Ensure that student record information reported by ACC is not released to third parties.



Dual Credit Program

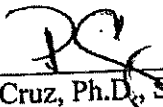
COMPLETE UNDERSTANDING

This "Memorandum of Understanding" covers only the essential elements of a cooperative relationship; unexpected events may arise that require mutual understanding, communication, and trust.

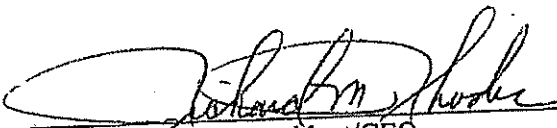
This Agreement shall constitute the complete understanding of ACC and ISD, and may not be modified in any manner without the express written consent of both parties and supersedes any other representations, agreements, arrangements, negotiations, or understanding, oral or written, between the parties of the Agreement.

By signing the Agreement, both parties affirm that there is no personal or financial conflict of interest between its employees and contractors or their families and the institution.

This Agreement is executed in counterparts, each of which shall have the full force and effect of an original Agreement, and each of which shall constitute but one and the same instrument. ACC and ISD have executed and delivered this Agreement to be effective as of the Effective Date.


Paul Cruz, Ph.D., Superintendent
Austin Independent School District

9/22/16
Date


Richard M. Rhodes, Ph.D., President/CEO
Austin Community College District

9/1/16
Date



Dual Credit Program

APPENDIX A

Joining the ACC Faculty

ACC's Commitment to High School Faculty

ACC appreciates the efforts of our ISD and high school associates. We look forward to partnering with them to improve education in central Texas. To that end, we've committed to the following series of steps to facilitate the interview process for high school instructors who wish to teach dual credit with ACC:

ACC will provide a checklist/document (contained below) that ISDs give interested HS faculty members BEFORE they apply to ACC that clearly explains job expectations and responsibilities and prepares faculty for interviews/teaching demonstrations.

The ISDs will provide ACC with a roster of faculty interested in adjunct faculty assignments to teach dual credit courses. The roster should include candidates' unofficial transcripts as well as resumes of work experience.

ACC departments will conduct an initial review to determine whether the HS faculty member meet SACS standards, and if not, explain what specific next steps the faculty applicant could take.

For those HS faculty found to be SACS qualified, they would complete an official ACC application as an adjunct faculty member.

Within 60 days of application submission, the appropriate department will schedule an interview and teaching demonstration for the applicant and notify them of acceptance or non-acceptance. If the latter decision is made, an explanation will be offered with suggestions for next steps.

Once accepted for hire, the HS faculty member will complete a half day training made up of two sections: (1) a general introduction to community colleges and specifically to ACC, and (2) an orientation and introduction to the specific requirements of the academic department in which the HS faculty member would teach.

HS faculty who teach dual credit courses for ACC will be compensated with a \$500 stipend per course.

Interviewing

Each department determines its own interview format. Some will use a committee, some will interview one-on-one. Many will require a teaching demonstration. It would be prudent to learn about the departmental expectations for preferred teaching style before scheduling your interview. You may be able to schedule an observation of a current ACC faculty member's class; contact department chair if you are interested.



Dual Credit Program

During the interview, be prepared to discuss:

- your perceptions of the differences between high school and college course instruction/expectations
- the best book you've read in your field in the last 6 months
- how you would handle being contacted by a parent about student work
- see additional possible questions on the HR website:
 - interview evaluation form:
<https://docs.google.com/viewer?a=v&pid=sites&srcid=YXVzdGluY2MuZWRR1fGFYv1mb3Jtcv1pbzZlbnRvcnI8Z3g6NWFIOTY3NTNIQWYyNGM3Mg>
 - possible interview questions (from full-time documentation):
<http://www.austincc.edu/hr/hireguide/ftfaculty/sampleqs.html>

Checklist for Prospective Dual Credit Instructors

High school faculty who are interested in teaching dual credit courses on their high school campus for Austin Community College need to be aware of expectations from both their high school and the community college. This checklist will help acquaint instructors with the similarities and differences in requirements for teaching across both school levels. Where there are differences between the requirements listed below, an asterisk indicates which rules apply when dual credit courses are being taught. In some cases, the college rules will apply, in some cases, faculty will have to adhere to both the college and high school requirements.

Basic Qualifications:

SACSCOC (Southern Association of Colleges and Schools Commission on Colleges) is the accrediting body for Austin Community College. Every prospective dual credit instructor at ACC must meet these minimum requirements. The requirements are below, and more detailed credentialing requirements by course can be found at: <https://drive.google.com/a/austincc.edu/file/d/0B5HXgwuT7shIRnFwY2wyNWN4UzA/view>



Dual Credit Program

To teach:	Faculty must have:
Academic courses toward AA or AS degrees	Master's degree in teaching discipline or Master's plus 18 graduate hours in teaching discipline
Workforce courses toward AAS degree	Bachelor's degree or higher in the discipline or Associate's degree in the discipline plus three years documented work experience in the field
Courses toward certificate only	High school diploma plus three years of documented work experience in the field plus proof of specialized training in the field, e.g., license, certificate, non-credit coursework in the discipline
Developmental courses	Bachelor's degree in the discipline or a related discipline plus either one year of high school teaching experience in the discipline or one graduate course in teaching under-prepared students
EDUC 1300: Effective Learning	Master's Degree in Psychology, Educational Psychology, or Education or Master's Degree plus 20 hours of ACC training for teaching the student success course

Mission and Values

Community Colleges - General

The mission of community colleges is to support student access to and success in higher education. You can learn more about the goals of community colleges in general by visiting the website for the American Association of Community Colleges: <http://www.aacc.nche.edu/AboutCC/Pages/default.aspx>

Austin Community College - Mission and Values

Austin Community College has a clear focus on student success. Our goal is to provide central Texans with high-quality educational opportunities that prepare students for transfer or employment and increase equity for all. You can learn more about our mission, values, and goals here: <http://www.austincc.edu/board/policies/a1.php>

Accreditation and Governing Bodies

ACC's policies are guided by the work of several groups. To help you understand some of the abbreviations in the checklist below, you may be interested in learning more about these groups.



Dual Credit Program

ACC's accrediting body is SACSCOC (Southern Association of Colleges and Schools Commission on Colleges). ACC must adhere to the requirements set forth by this agency. You can learn more about SACSCOC, including its mission and values here: <http://www.sacscoc.org/>

THECB (Texas Higher Education Coordinating Board) guides the efforts of public colleges and universities in Texas. You can learn more about this organization here: <http://www.thecb.state.tx.us/>

ACC has a service area designated by the State Legislature consisting of most of six counties in Central Texas and 26 public school districts. Within the service area, ACC has a taxing district that is comprised of Austin, Round Rock, Leander, Hays, Elgin, Del Valle and Manor school districts as well as the parts of other districts that are in the City of Austin. Residents vote themselves into the taxing district. As tax-paying residents, students who attend ACC pay lower tuition and fees than residents from out-of-district areas. Tuition and fee rates, as all ACC policies, are approved by the elected ACC Board of Trustees.

Coursework Expectations

Course Content

High School	College*
Content is determined by the TEKS (Texas Essential Knowledge and Skills).	<p>Content is guided by THECB and the ACC department guidelines.</p> <p>Focus is on meeting learning outcomes through content that is chosen by the faculty member and approved by the department. The faculty member has high levels of control of the specific content that is covered.</p> <p>ACC supports the idea that across every level of education, expectations for student learning should increase. As such, courses taught at the College level should require students to meet even higher standards than those same courses taught in high school. See comparative expectations for various educational levels from the Degree Qualifications Profile (DQP) here: http://www.degreeprofile.org/press_four/wp-content/uploads/2014/09/DQP-grid-download.pdf</p>



Dual Credit Program

Academic Freedom

High School	College*
Standards and expectations are guided by the TEKS. Faculty must meet all standards.	Standards are part of accreditation, but so is a high degree of academic freedom.
Freedom is in how you teach content.	There is more flexibility in what content is taught, and how it is taught in covering department and college-approved learning outcomes.

Grading Policies

High School	College*
Determined by campus and/or ISD policies.	Guided by departmental requirements. Some departments have explicit requirements, others provide more flexibility in grading to the instructor.
Policies may require reteach and retest.	Faculty may choose to, but are not required to allow multiple attempts on assignments or exams.
Consequences for attendance are determined by State law and district policies.	Consequences for attendance and adherence to course deadlines are determined by the instructor.



Dual Credit Program

Learning Outcomes and Competencies

High School	College*
<p>Must meet TEKS guidelines.</p> <p>Additional outcomes can be required by campus and/or district.</p> <p>See details here: http://tea.texas.gov/curriculum/teks/</p>	<p>Must meet SACSCOC guidelines, THECB core curriculum requirements, ACC general education competencies, course SLOs (student learning outcomes), and PSLOs (program-level student learning outcomes).</p> <p>See more information here:</p> <p>http://www.austincc.edu/offices/academic-outcomes-assessment/general-education-and-core-curriculum/assessments</p> <p>http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/acem.htm</p> <p>Assessment of student achievement of learning outcomes at ACC is done through the framework of the Discipline Assessment Cycle (DAC). Every department develops its own assessment plan, which is communicated to faculty teaching courses in that discipline. Additional general information about the DAC can be found at:</p> <p>http://www.austincc.edu/offices/academic-outcomes-assessment/discipline-assessment-cycle</p>

Regulations of Privacy

High School	College*
<p>Follow FERPA - parents and guardians have access to student information.</p>	<p>Follow FERPA - only student has access to information, regardless of their age. Students may choose to fill out paperwork to allow parents to have access.</p> <p>See further information here:</p> <p>http://www.austincc.edu/ferpa</p>

Disability Services

High School	College*
<p>Follow ARD paperwork. All accommodations and modifications must be provided.</p>	<p>In the college setting, course and curriculum modifications are not required for students with</p>



Dual Credit Program

	<p>disabilities. However, <u>accommodations</u> will be approved by college Student Accessibility Services (SAS) office on a course by course, case by case basis. Approved accommodations must be implemented by faculty.</p> <p>Students must provide a Notice of Approved Accommodations signed by an SAS Coordinator to faculty <u>before</u> any accommodations can be provided. <u>Accommodations may not be provided before faculty receive a Notice of Approved Accommodations.</u> The provision of accommodations is not retroactive.</p> <p>Learn more here: http://www.austincc.edu/support-and-services/services-for-students/student-accessibility-services-and-assistive-technology</p>
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Classroom Details

Syllabus

High School	College*
Syllabus requirements are guided by district and/or campus procedures. Students may or may not be given a syllabus for each class.	<p>All faculty are required to provide a syllabus on the first day of class, and to post the syllabus online (see details about online submission below under Administrative Requirements / Other Requirements - lighthouse).</p> <p>There are specific requirements for syllabus content guided by departments.</p> <p>Master syllabi for courses are available online: http://www.austincc.edu/offices/academic-outcomes-assessment/master-syllabi/master-syllabi-repository</p>

Contact Hour Requirements

High School	College*
None for faculty.	SACSCOC and THECB have strict requirements for instructional time per course. Courses are scheduled to fulfil these requirements, so ACC does not allow faculty to end class early, or cancel class.



Dual Credit Program

Calendar

High School	College*
Calendar is more flexible to account for student schedules and school activities.	<p>Due to contact hour requirements, there is very little flexibility in the calendar.</p> <p>You may need to work with your ISD to adjust class meeting days to maintain required contact hours as necessary.</p> <p>The ACC calendar, including withdrawal deadlines and other important dates can be found here: http://www.austincc.edu/calendars/important-dates-and-deadlines</p>

Administrative Requirements

Evaluation Process

High School	College*
School district evaluation policies will be followed.	<p>Evaluated by Department. Faculty must complete portfolios each year, and input forms each semester (FIF). Each department will share their process with faculty.</p> <p>Student evaluations must be completed every semester.</p> <p>See evaluation details here: http://www.austincc.edu/hr/eval/faculty.php</p>

Attendance Certification

High School	College*
Daily attendance is required and must be posted for all courses.	<p>Faculty are not required to take daily attendance, however course attendance certification is required by census date. See details here: http://www.austincc.edu/facstaff/attendance-certification-questions-and-answers</p>



Dual Credit Program

Grade Submission

High School	College*
Guided by district policy in HS only classes.	Grades are submitted online (http://www.austincc.edu/online-services) and deadlines are specified each semester by the academic calendar.

Required Training

High School*	College*
Many required trainings, guided by district and/or campus.	<p>ADA and Sexual Harassment (online – every two years)</p> <p>Dual Credit Adjunct Academy inclusive of Departmental Training as required (four hours in total); all new faculty must be assigned a mentor.</p>

Professional Development

High School*	College*
District and SBEC rules apply.	<p>ACC requires 12 clock hours for Full-Time faculty and 4 clock hours for Adjunct faculty each fiscal year.</p> <p>Selections must be approved by your department chair.</p>

Departmental Meetings

High School*	College*
Mandatory as determined by campus procedures.	Departments determine meeting frequency. New high school adjuncts are expected to attend at least one generally at the beginning of the Fall or Spring semester.

Other Requirements

High School	College*
Varies by District.	Syllabus, Curriculum Vita (Resume), and office hours must be posted on lighthouse. (http://www5.austincc.edu/lighthouse/)



Dual Credit Program

	<p>ACCmail (email) is the primary form of communication between the college and faculty members as well as between students and faculty members. All faculty are expected to access their ACCmail regularly. http://www.austincc.edu/accmail</p>
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How ACC will support you in your teaching

ACCeID

All online resources at ACC are accessed through a secure system. You will need a login and password known as the ACCeID. (<http://www.austincc.edu/acceld>)

Online Learning Management System

High School	College*
Determined by campus and or district.	Blackboard is the LMS. Training is available online through Instructional Resources and Technology: http://irt.austincc.edu/blackboard/

Contact person

High School*	College*
High school liaison varies across each campus (i.e. Counselor, Administrator, Coordinator)	<p>Dual Credit / Early College High School Liaison.</p> <p>Mison Zuniga (mzuniga@austincc.edu) - Dual Credit</p> <p>Melissa Blegert (melissa.blegert@austincc.edu) - Early College High School</p> <p>Shasta Buchanan (shasta.buchanan@austincc.edu) - Executive Director, High School Relations</p>



Dual Credit Program

Support for Students and Faculty

ACC provides many services to support students. Faculty should be aware of these, to ensure that students are given the assistance they need. Learn more about ACC support services here:
<http://www.austincc.edu/support-and-services>

Students and faculty can both benefit from ACC Library Services. Learn more about resources here:
<http://library.austincc.edu/>

ACC also has employee associations to support faculty. If you are selected as an adjunct, you may wish to consider taking an active role in the Adjunct Faculty Association: <http://sites.austincc.edu/afa/>

The Texas Community College Teachers Association is an organization devoted to all community college teachers. Here, you can learn about teacher's issues and get legal support. <http://www.tccta.org/>

Additional Resources

This checklist is just the beginning. There is more to learn about becoming a part of the ACC faculty. We encourage you to explore more by reviewing the ACC Faculty Handbook here:
<http://www.austincc.edu/offices/human-resources/faculty-handbook>

You will also find helpful information on the ACC website for Faculty and Staff:
<http://www.austincc.edu/facstaff2>

ACCTech Consortium ARTICULATION AGREEMENT

PROGRAM AREA

Name of ACCTech Program to be Articulated	Date
Health Sciences (Allied Health, Phlebotomy, and Vocational Nursing)	11/05/12 rev. 06/2015

EDUCATIONAL PARTNERS

Name of College	Name of ISD/CISD
Austin Community College	Austin

Conditions of this ACCTech Articulation Agreement were formulated through meetings with representatives of the educational partners, as well as relevant employers, during which agreement was reached on student evaluation criteria, course content, and appropriate exit competencies. Under this agreement, the following conditions of articulation are hereby set forth.

1.0 Credit-in-Escrow

1.01 Course(s) that can be held as "credit-in-escrow" under this agreement are listed as follows.

Secondary Course Name and Number	Credit Awarded	Post-Secondary Equivalent Name And Number	Credit-in-Escrow Which can be Awarded
Medical Terminology PEIMS # 13020300 (MEDTERM)	½-1	HPRS 1206 Medical Terminology	2
Practicum in Health Science I-Clinical (PRACHLSC) PEIMS #13020500 OR Practicum in Health Science II (PRACHLS2) PEIMS #13020510 <i>Prerequisite: Health Science (HLTHSCI) PEIMS #13020400</i>	2-3	HPRS 1206 Medical Terminology	2
Practicum in Health Science II Med Lab (PRACHLS2) PEIMS #13020510 <i>Prerequisite: Health Science (HLTHSCI) PEIMS #13020400 (Akins HS only)</i>	2-3	PLAB 1323 Phlebotomy	3

Special Note: High school work transported to the college level is called "Credit-in-Escrow." This means high school work in ACCTech courses can be claimed as "Credit-in-Escrow" at Austin Community College (after successful enrollment) for the amount of credit shown at the right.	Total Credits
	7

2.0 Transfer

- 2.01 Upon entry to Austin Community College (ACC), the student must meet all of the ACC admission requirements to be eligible for program continuation or credit via articulation.
- 2.02 The student must enroll in ACC within 24 months of high school graduation. Credit for high school courses taken beyond the 24-month limit may be granted through a petition to the appropriate ACC Dean. Students may be required to take an ACC challenge exam if courses in question are beyond the 24-month time limit.

- 2.03 Students must successfully complete, at least one ACC credit course before "Credits-in-Escrow" will be applied to their ACC Transcript.
- 2.04 The school district will ensure that students in articulated courses are enrolled in the Career and Technology Education Management Application (CATEMA) and/or that a Credit-in Escrow Request form is submitted to the ACCTech office.
- 2.05 Students must have successfully completed each specified high school course with an end-of-course overall average of 80 or better in order for Credit-in-Escrow to be awarded.
- 2.06 The ACC Admissions and Records Office will be responsible for evaluating the official high school transcript and awarding articulated credit based on the conditions outlined in the ACCTech Articulation Agreement.
- 2.07 All ACCTech Articulation Agreements must be kept on file with the ISD/CISD, the appropriate ACC Department, and the ACCTech Office of ACC.
- 2.08 Students will not be charged tuition or fees for Credits-in-Escrow earned under this agreement.

3.0. Other/General

- 3.01 The ISD/CISD agrees to incorporate all course outcome objectives, TEA Texas Essential Knowledge and Skills (TEKS), Workforce Education Course Manual (WECM) requirements, and course competencies developed and approved under this articulation agreement as part of the high school articulated courses.
- 3.02 The ACC agrees to support the ACCTech six-year curriculum plan for the designated discipline to be offered from Grade 9 through the Associate Degree.
- 3.03 The ISD/CISD and the ACC will participate in an annual review of this Articulation Agreement and the courses included therein to assist in the continued refinement of the ACCTech education plan.
- 3.04 ISD/CISD faculty who teach the ACC courses at the high school for articulated credit granted under this agreement should have the same teaching credentials as required of the ACC faculty.
- 3.05 Implementation of ACCTech courses under this agreement must follow ACCTech guidelines and procedures.
- 3.06 Parties involved in this agreement pledge to make every effort possible to support successful completion of education plans for all ACCTech enrolled students.

4.0 Special Conditions

Special conditions related to this agreement are as follows:

Teacher must be a RN with a BSN and three years of non-teaching work experience in a related field to teach Medical Terminology and Vocational Nursing.

In order to articulate the Phlebotomy course (PLAB 1323) the high school teacher must meet the following NAACLS Standards to be considered qualified to teach the course: Didactic faculty must hold an associate degree or higher, or 60 college credit hours from an accredited institution, or an equivalent combination of education and experience with a minimum of 30 college credit hours and 3 years of relevant teaching experience. They must also have current certification in phlebotomy or clinical laboratory science and document continuing education hours (2.0 CEUs or 20 hours) in phlebotomy, clinical laboratory science, and/or education (including computer applications) within the previous two years.

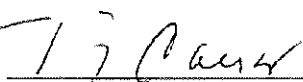
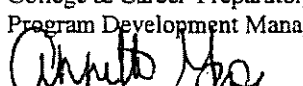
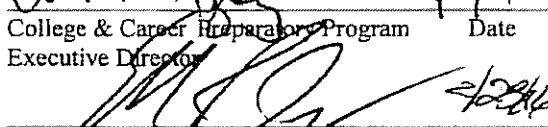
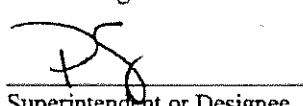
5.0 Effective Dates/Termination

- 5.01 This agreement becomes effective when all parties agree, by their signatures, to accept the conditions set forth in this document and until such time as notice is made to terminate.
- 5.02 Notification to end this agreement must be submitted no less than six months prior to the intended date of termination. This petition must be submitted in writing, by the authorized representative of the respective institution making the petition, and delivered to the second party to the agreement. Delivery of the intent to terminate will constitute formal notification and will serve as grounds for termination after six months following the date of delivery. Upon termination of the agreement, any currently enrolled students with an approved ACCTech education plan on file with the ISD/CISD will be permitted to complete their respective programs.

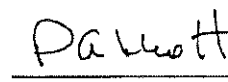
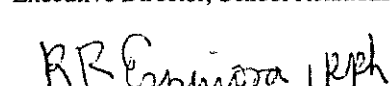
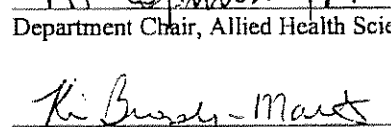

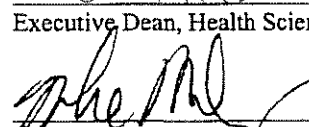
Signatures of Commitment

With the signatures below, each partner acknowledges a commitment to accommodate effectively the conditions of this agreement as stated above.

Austin ISD/CISD

	11/4/15
College & Career Preparatory Program Program Development Manager	Date
	1/5/16
College & Career Preparatory Program Executive Director	Date
	2/25/16
Chief Officer for Teaching and Learning	Date
	2/25/16
Superintendent or Designee	Date

Austin Community College District

	11/4/15
Executive Director, School Relations	Date
	11-9-15
Department Chair, Allied Health Sciences	Date
	11/10/2015
Department Chair, Medical Laboratory Technology	Date
N/A	
Department Chair, Vocational Nursing	Date
N/A	
Department Chair, EMS Professions	Date
	11-11-15
Executive Dean, Health Sciences	Date
	11-12-15
Vice President, Instruction	Date



Transfer Planning Guide 2016-2017
Major in Nursing / Bachelor of Science in Nursing (BSN)
120 Credit Hours

Texas Education Code Section 61.822 requires that Texas public institutions facilitate the transferability of lower-division course credit through the **Core Curriculum**. The Core Curriculum contains nine Foundational Component Areas (42 hours), which every Texas State student must satisfy to graduate:

Texas State is a participant in the ***Texas Common Course Numbering System (TCCNS)**. Use the TCCNS to find courses you can take at your institution to ensure transfer of credit toward freshman- and sophomore-level degree requirements at Texas State.

010	Communication	6 required hours
020	Mathematics	3 required hours (<i>see Recommended Core Curriculum Choices below</i>)
030	Life and Physical Sciences	6 required hours (<i>see Recommended Core Curriculum Choices below</i>)
040	Language, Philosophy & Culture	3 required hours
050	Creative Arts	3 required hours
060	American History	6 required hours
070	Government/Political Science	6 required hours
080	Social and Behavioral Sciences	3 required hours(<i>see Recommended Core Curriculum Choices below</i>)
090	Component Area Option	6 required hours

Students will receive Core credit at Texas State for any course successfully completed in the Core Curriculum of the sending institution.

RECOMMENDED CORE CURRICULUM CHOICES FOR THE BSN

The BSN requires specific courses for degree completion, and with wise planning, you may take courses that satisfy both the Core Curriculum and the BSN requirements:

	<u>TCCN</u>	<u>TEXAS STATE</u>
020 Mathematics	MATH 1314 or 1324 or 1325	Math 1315 or 1319 or 1329
030 Natural Sciences	BIOL 1306 CHEM 1311	BIO 1330 CHEM 1341
080 Social and Behavioral Sciences	PSYC 2301	PSY 1300

ADDITIONAL LOWER-DIVISION BSN REQUIREMENTS

BIOL 2420	BIO 2440
BIOL 2401	BIO 2451
BIOL 2402	BIO 2452
BIOL 1322	NUTR 2360
PSYC 2314	PSY ELNA (Substitutes for PSY 3300)

ADMISSION TO THE ST. DAVID'S SCHOOL OF NURSING:

One hundred junior level students are admitted to the program once a year for the fall semester. The application period **begins October 1 and ends January 15** for the following fall semester.

To apply for admission you must:

- Be admitted to Texas State University for the fall semester you plan to start nursing school. You must have a Texas State ID number prior to applying to the program.
- Complete the St. David's School of Nursing application form, provide supporting documents, and submit the application fee.
- Have a maximum of 18 remaining credit hours (including no more than 8 science credits) to complete in the spring and summer semesters.
- All non-NURS courses and requirements, including the foreign language proficiency, must be completed prior to beginning the St. David's School of Nursing.
- Have a minimum of a 2.90 GPA in all prerequisite courses, but a 3.0 is recommended to be competitive in the application process.
- Have a minimum of a 3.00 GPA in required science courses, with a grade of C or higher in all science courses.
- Applicant may have a maximum of eight attempts (including W's) on the five science courses, with no more than two attempts on any one science course.
- Take the Test of Essential Academic Skills (TEAS), an assessment of academic preparedness. You may only attempt the TEAS test two times during the application process. You must submit your Individual Performance Profile(s). Minimum scores are required, and are listed on the St. David's School of Nursing's website.
- Submit **two copies** of a persuasive essay.
- Submit two completed professional reference forms.
- Submit to a criminal background check, processed by the Board of Nursing.

For the updated and detailed admission requirements and application steps, go to:

www.nursing.txstate.edu

TEXAS STATE UNIVERSITY

UNIVERSITY ADMISSION:

1. Submit a completed application, all supporting documents, including an official high school transcript and transcript(s) from every institution attended and application fee, to the Office of Undergraduate Admissions by the stated Priority Date.
2. For students with **fewer than 30 transferable hours**: minimum 2.0 GPA in all transferable coursework and meet freshman admission standards.

For students with more than 30 transferable hours: minimum 2.25 GPA in all transferable coursework, eligible to return to all previous institutions, and be at least one semester out of high school.

Students transferring to Texas State from a community college may elect to follow the Texas State undergraduate catalog that was in effect at the time they enrolled at their community college. Students may also, with the approval of their College Dean, follow a subsequent catalog. Students are reminded to refer to their designated catalog for information related to University requirements for curriculum, graduation, probation/suspension, and other general information.

FOR MORE INFORMATION, CONTACT:

Office of Undergraduate Admissions
Texas State University
429 N. Guadalupe
San Marcos, Texas 78666
512.245.2364
<http://www.admissions.txstate.edu/>

College of Health Professions
Advising Center Health Professions Building 207
512.245.3506
<http://www.health.txstate.edu/advising/>

Texas State reserves the right to withdraw courses at any time, to change its fees or tuition, calendar, curriculum, degree requirements, graduation procedures, and any other requirements affecting students. Changes will become effective whenever authorities determine and will apply to both prospective students and those already enrolled.



**Articulation and Instructional Services Agreement
between
Austin Community College District and
Texas Tech University Health Sciences Center**



***Closing the Gaps in Participation and Success
Addressing the Shortage of Nursing Professionals***

This agreement describes various aspects of a joint project to be implemented by the contracting participants: Austin Community College District, hereinafter referred to as "ACC;" and Texas Tech University Health Sciences Center School of Nursing, hereinafter referred to as "TTUHSC SON."

This agreement is entered into by and between the governmental bodies as identified, pursuant to the authority granted and in compliance with the provisions of the Interlocal Cooperation Act, Chapter 791, Texas Government Code.

Overall Intent

Whereas the University has baccalaureate studies available online and other distance learning formats leading to a Bachelor of Science in Nursing; and, whereas the ACC provides certificate and two-year instructional programs leading to an Associate Degree in Nursing, and serves a specific region of the state where demand for nursing professionals at all levels is high, a collaborative partnership between both institutions will have a two-fold beneficial outcome. ACC and the University will join forces to address a critical workforce need via the collaboration. The collaborative partnership will meet the educational goals of both participation and success as addressed in *Closing The Gaps*, the State's plan for higher education adopted by the Texas Higher Education Coordinating Board (THECB). Second, by providing additional education for nursing professionals, ACC and the University will enhance effective achievement of the respective institutional missions by serving the heretofore unmet health care needs of the North Central and Central Texas regions, including the ACC Service Area.

ACC will actively help promote and support the University's distance learning nursing degree studies to the benefit of prospective students in the ACC Service Area. ACC's long standing experience with distance learning delivery systems and pool of prepared transfer students underscores the college's role as a significant partner in meeting such educational needs.

The University Agrees to Perform the Following Services and Functions:

- Establish a concurrent admission process for ADN graduates who meet requirements for admission to the TTUHSC SON RN to BSN Studies track. The admission requirements include the following:

- ADN students in their last semester of course work at ACC must demonstrate a 2.50 or greater cumulative grade point average on a 4.0 scale for combined general education prerequisite courses and nursing courses.
- ADN graduates must meet all University admission requirements, including the university general education requirements.
- ADN graduates must have passed the National Council Licensure Examination for Registered Nurses (NCLEX-RN) after graduating from the ADN program, and, therefore, be licensed in good standing with the Texas Board of Nursing.
- Initiate the concurrent admission process for pre-ADN students who, in the first semester of course work at ACC, declare intent to seek a BSN degree from TTUHSC School of Nursing and complete a concurrent admission application with the College and University. The concurrent admission application process will assure the students, who meet the admission requirements listed above, acceptance to the RN to BSN Studies track at the University. After declaring the intent to complete the BSN at the University, the students must maintain at least a 2.50 cumulative grade point average on a 4.0 scale for all the required general education pre-requisite courses and nursing courses.
- Accept credit hours earned at ACC as described below:
 - Thirty semester credit hours (SCH) of general education pre-requisite courses for receipt of 35 SCH advanced placement in basic nursing courses and up to 25 SCH of additional Core General Education courses. Attachment A reflects the Concurrent Degree Plan for the concurrent admission process.

ACC Agrees to Perform the Following Services and Functions

- Advertise the articulated concurrent admission process in appropriate publications such as but not limited to the ACC catalog, web page, and the Nursing Department web page.
- Designate an individual within the Health Sciences Division to serve as a liaison for students interested in pursuing the Bachelor of Science in Nursing from the University.

Services and Functions Performed by the University:

- Advertise the articulated concurrent admission process in appropriate publications, such as but not limited to the TTUHSC SON Catalog and SON web page.
- Provide reasonable assistance to ACC for the promotion of the concurrent admission process and developing resources for student success.
- Provide annual enrollment and academic progress reports, within FERPA guidelines, on ACC students who transfer into the RN to BSN undergraduate studies for the purpose of documenting student success and identifying ways to expand or improve the transfer process.

ACC and TTUHSC Jointly Agree to Perform these Provisions:

- Both institutions will strive to provide students with seamless access in transferring from the ACC to the University.
- Each institution will identify an operations contact person who will address student/advising questions, and help resolve logistical issues that may develop.

ACC Contact
Dr. MaryJane McReynolds

TTUHSC SON Contact
Melinda Mitchell Jones, RN, JD

Office of Articulation and Transfer Resources
 Director
 5930 Middle Fiskville Road
 Austin, Texas 78752
 512-223-7677
mmcrevno@austincc.edu

TTUHSC School of Nursing
 Department Chair
 3601 4th Street STOP 6264
 Lubbock, TX 79430-6264
 806-743-2730
melinda.mitchell@ttuhsc.edu


- Representative(s) from both institutions will confer at least on an annual basis to evaluate the success of the agreement; consider curriculum updates and any other requests for changes or proposed amendments as may be deemed necessary.
- Both institutions agree to share aggregate information on student performance as may be necessary to evaluate the success and quality of the services under the agreement.
- Transition to the RN-BSN Studies track occurs with completion of the Associate of Applied Science Degree and all general education requirements, as well as receipt of all previous official transcripts. With the payment of fees and obtainment of the student identification cards, students will have access to various TTUHSC Services.

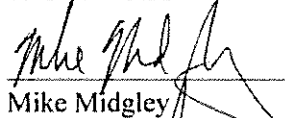
Length of Term of This Agreement:


This agreement shall be in effect on the date the signatures below are affixed, and will continue until one or both parties determines the partnership is no longer in the mutual benefit of the students.

This agreement may be terminated by one year's advance written notification of such intent by one party to the other. THE UNDERSIGNED CONTRACTING PARTIES do hereby certify the services specified above are necessary and essential for the concurrent admission process and are properly within the statutory functions and programs of both Austin Community College and Texas Tech University Health Sciences Center.

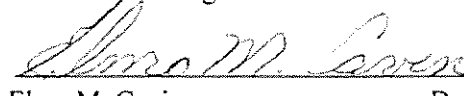
PERFORMING AGENCY
 Austin Community College District


 Stephen B. Kinslow, Ph.D. Date
 President/CEO


 Mike Midgley Date
 Interim Executive Vice President/Provost
 Vice President, Instruction


 Eileen Klein, Ed.D. Date
 Executive Dean, Health Sciences Division

PERFORMING AGENCY
 Texas Tech University Health Sciences Center
 School of Nursing


 Elmo M. Cavin Date
 Executive Vice President

AMENDED Attachment A

**Austin Community College District/Texas Tech University Health Sciences Center-College of Nursing
Concurrent Admission – Concurrent Degree Plan**

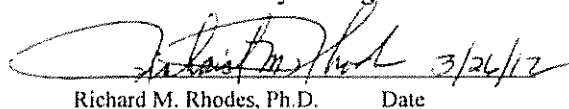
Grade	Semester	Prerequisites Level 1			SCH
		BIOL	2304/2101	Human Anatomy Lecture and Lab *	4
		BIOL	2420 ¹	Intro to Microbiology *	4
		BIOL	2305/2102 ¹	Human Physiology Lecture and Lab *	4
		HPRS	2300	Pharmacology for Health Professions	3
		RNSG	1105	Nursing Skills (after submitting ACC application)	1
		GOVT	2305	United States Government *	3
		HIST	1301	United States History I *	3
Total Credit Hours					22
Grade	Semester	First Semester - Level 1			SCH
		RNSG	1413	Foundations for Nursing Practice	4
		RNSG	1160	Clinical – Foundations of Nursing	1
		RNSG	1341	Common Concepts of Adult Health	3
		RNSG	1161	Clinical I	1
		PSYC	2301	Intro to Psychology *	3
		GOVT	2306	Texas State & Local Government*	3
Total Credit Hours					15
Grade	Semester	Second Semester - Level 2			SCH
		RNSG	1443	Complex Concepts of Adult Health	4
		RNSG	1260	Clinical- Nursing II	3
		RNSG	2213	Mental Health Nursing	2
		RNSG	2160	Mental Health Clinical	1
		PSYC	2314	Human Growth & Development*	3
		SPCH	1311 ³	Introduction to Speech	3
		HIST	1302	United States History II *	3
Total Credit Hours					19
Grade	Semester	Third Semester - Level 3			SCH
		RNSG	1412	Nursing Care of the Childbearing & Childrearing Family	4
		RNSG	1262	Childbearing & Childrearing Family Clinical	2
		RNSG	1247	Concepts of Clinical Decision Making	2
		RNSG	2161	Clinical- Nursing III	1
		ENGL	1301	English Composition I *	3
		XXX	0000	Visual and Performing Arts Elective *	3
		CHEM	1305 & 1105	Chemistry & Lab*	4
Total Credit Hours					19

Grade	Semester	Fourth Semester - Level 4			SCH
		RNSG	2432	Enhanced Concepts of Adult Health I	4
		RNSG	2362	Clinical- Nursing IV	3
		RNSG	2221	Management of Client Care	2
		RNSG	2130	Professional Nursing Review and Licensure Preparation	1
		XXXX	0000	Humanities *	3
		ENG	1302	English Composition II *	3
		MATH	1342	Statistics * (or 3 CRH math + non-math stats)	3
Total Credit Hours					19
*Hours Accepted for Transfer: 49 Gen Ed Credits, 41 RNSG Credits					90
Grade	Semester	Transition Pre-licensure Fifth Semester (Provisional Admission to TTUHSC)			SCH
		NURS 4381 Issues and Trends in Nursing			3
Grade	Semester	Sixth Semester (Full Admission to TTUHSC Upon Licensure)			SCH
		NURS 4380 Nature of Nursing Theories			3
		NURS 4373 Introduction to Evidence			3
		NURS 4374 Management and Leadership			3
		NURS 4383 Legal and Ethical Issues in Healthcare			3
Grade	Semester	Seventh Semester			SCH
		NURS 4375 Information Systems & Quality Management			3
		NURS 4376 Population-Focused Community Health			3
		NURS 4377 Risk Analysis and Implications for Practice			3
		NURS XXXX Elective			3
		NURS 4390 Baccalaureate Nursing Practice			3
TTUHSC SON Credit Hours					30
Hours Required to Earn a Bachelor of Science in Nursing					120

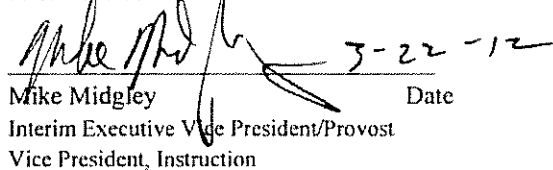
** It is agreed that the nursing curriculum of Austin Community College will be sufficient to address the course requirements for the general education prerequisite for Food and Nutrition (HECO1322 or BIOL 1322).

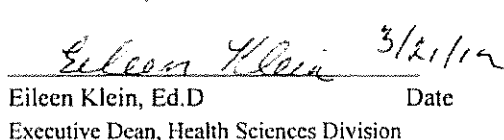
PERFORMING AGENCY

Austin Community College District

 3/26/12
Richard M. Rhodes, Ph.D. Date
President/CEO

Mike Midgley

 3-22-12
Mike Midgley Date
Interim Executive Vice President/Provost
Vice President, Instruction

 3/21/12
Eileen Klein, Ed.D. Date
Executive Dean, Health Sciences Division

PERFORMING AGENCY

Texas Tech University Health Sciences Center

 3/14/2012
Elmo M. Cavin Date
Executive Vice President

The University of Texas at Austin
and
Austin Community College

Articulation and Instructional Services Agreement

A Collaboration Addressing the Shortage of Nursing Professionals
With BSN and Higher Degrees

A Joint Project

February 2016

This agreement describes a joint project to be implemented by the contracting participants: Austin Community College District, hereinafter referred to as the "College" and, The University of Texas at Austin, hereinafter referred to as the "University." This agreement is entered into by and between the governmental bodies as identified, pursuant to the authority granted and in compliance with the provisions of the *Interlocal Cooperation Act, Chapter 791, Texas Governmental Code*.

Overall Intent

Whereas the University School of Nursing has programs available leading to a Bachelor of Science in Nursing, and whereas the College, which provides certificate as well as two-year instructional programs in Nursing serving a specific region of the state where demand for nursing professionals at all levels is high, a collaborative partnership by both institutions will have a three-fold beneficial outcome. By collaborating, the College and University will join forces to address this critical workforce need. They will deliver educational goals of both participants and success as found in, *60X30TX*, the State's higher education strategic plan adopted by the Texas Higher Educational Coordinating Board. Second, by providing additional education to these nursing professionals, the College and the University will enhance effective delivery of their respective missions by serving the heretofore unmet healthcare needs of the Central Texas Region, potentially involving the ACC six-county service area. Lastly, the partnership contributes to the goals described in *The Future of Nursing: Leading Change, Advancing Health* (Institute of Medicine, 2011), namely the goal to have 80% of the nursing workforce prepared with a minimum of a bachelor's degree in nursing.

Specifically as a result of these discussions with the University representatives, the College believes it can actively help promote and support the University's Bachelor of Science degree program to the benefit of prospective students in Travis, Hays, Williamson, Bastrop, Blanco, and Caldwell counties. The College's longstanding pool of prepared transfer students underscores its role as a significant partner in meeting such training needs.

Services and Functions Performed by the University

Whereas the University has the instructional programs that potentially address the instructional baccalaureate needs of students within the College's services area it therefore agrees to:

1. Establish a unique admission process whereby students in the traditional track Associate of Applied Science degree program will receive priority academic advising at the University
2. Provide assistance with the University admission process for transfer students and, where applicable, for University returning students by

designating an academic advisor or staff in Student Services to collaborate with the liaison for the College.

3. Give priority for admission to those ADN graduates who meet all University admission requirements, have completed general education prerequisite courses, and have excelled in previous Nursing courses.
4. Accept credit hours earned at the College as described below:
 - a. Credits earned by College students who have completed an Associate of Applied Science degree will be applied including up to 36 Field of Study transferred nursing course credits. (Note: Those College graduates who graduated prior to 2004 will be required to take the 4 NLN Mobility Exams to receive transfer credit for the Nursing courses.)
 - b. Transfer credit for Pharmacology, HPRS2300 will be accepted.
 - c. General Education course requirements for the BSN will transfer from the College to the University. (with exception of the First-Year Signature Course (UGS 302 or UGS303 that must be taken at the University)
5. Provide program and academic advising information to College students and faculty/staff representatives to recruit students and facilitate their progress towards the BSN degree. The University agrees to participate in career/advising education fairs and in events to prepare College advisors.
6. Include information about the ADN to BSN program in appropriate publications such as, but not necessarily limited to, the University Catalog, and on the School of Nursing web site.

Services and Functions to be Performed by the College

Whereas the College has an existing Associate Degree in Nursing educational program, training facilities, and clinical placements, it agrees to:

1. Advertise the articulated nursing program in appropriate publications such as, but not limited to, the College Catalog, the College web page and Associate Degree Nursing web page.
2. Designate an individual within the Health Sciences division to serve as a liaison for students interested in pursuing the Bachelor of Science degree in nursing from the University.

3. Assist in scheduling an Information Session for Associate Degree Nursing students to be conducted by an academic advisor from the University's School of Nursing.

Other Provisions

1. Both Institutions will strive to provide students with 'seamless access' to assist them in transferring from the College to the University.
2. Each Institution will identify an operations contact person to assist in addressing students/advising questions, and help resolve logistical issues that may develop.
3. Representatives from both institutions will confer at least on an annual basis to evaluate the success of this agreement; consider appropriate curriculum updates and any other requests for changes or proposed amendment as necessary.
4. Both institutions agree to share aggregate information on student performance as may be necessary to evaluate the success and quality of the services of this agreement
5. With the payment of fees and obtainment of University identification cards students will have access to various University services.
6. College students in the final two semesters of the ADN program may be allowed to begin coursework in Nursing at the University if prerequisite courses have been completed and there are no time conflicts with College courses.
7. Students are required to pass the NCLEX and obtain RN licensure prior to taking practicum Nursing courses in the ADN to BSN program


Length of Term of This Agreement

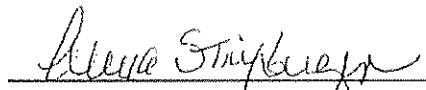
This agreement shall be reviewed annually and remain in effect until one or both parties requests revisions. A student who transfers to the University from the College under terms of this agreement has the same catalogue choices as current University students in the BSN nursing program. This agreement may be terminated by one year's advanced written notification of such intent by one party to the other. The undersigned contracting parties do hereby certify that (1) the services specified above are necessary and essential for the activities that are properly within the statutory functions and programs of the affected governmental bodies; and (2) the agreement has been authorized by the governing bodies of both The University of Texas at Austin and Austin Community College District.


Signed this 29 day of March, 2016

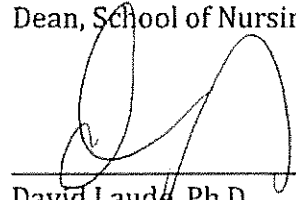
Austin Community College District

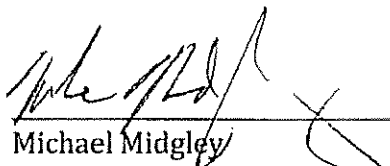
The University of Texas at Austin



Richard M. Rhodes, Ph.D.
President/CEO


Alexa Stuißbürgen, PhD, RN, FAAN
Dean, School of Nursing


Charles M. Cook, Ed.D.
Provost/Executive Vice President
for Academic Affairs


David Laude, Ph.D.
Senior Vice Provost for Enrollment
and Graduation Management


Michael Midgley
Vice President of Instruction


Pat Recek, M.S.N., R.N.
Dean, Health Sciences



**Articulation Agreement
Between
Austin Community College District
and
The Texas A&M University System Health Science Center
College of Nursing**

Introduction

This articulation agreement formally recognizes that the Austin Community College District ("ACC") and The Texas A&M University System Health Science Center ("TAMHSC"), a part of the Texas A&M University System ("TAMUS"), an agency of the State of Texas, on behalf of the College of Nursing ("HSC-CON"), are educational partners committed to providing educational opportunities for students transferring between our institutions. This agreement is intended to create and maintain a smooth transfer without the need to repeat successfully completed courses. ACC and TAMHSC are each sometimes referred to as a "Party" and collectively sometimes referred to as the "Parties."

Purpose/Overall Intent

Whereas ACC offers certificate and associate degree programs in Nursing and serves a specific region of the state where demand for nursing professionals at all levels is high, and the HSC-CON offers a baccalaureate program in online and on-site learning formats leading to a Bachelor of Science in Nursing, a collaborative partnership by both parties will have a two-fold beneficial outcome. By collaborating, ACC and the HSC-CON will join forces to address this critical workforce need, and they will also deliver educational goals found in Closing the Gaps, the state-wide plan adopted by the Texas Higher Education Coordinating Board. This collaboration will also enable both parties to enhance effective delivery of their respective missions by serving the heretofore-unmet health care needs of the Central Texas Region.

This articulation agreement clarifies mutually accepted courses and equivalents, thus enhancing the quality and accessibility of higher education, ensuring a smooth and successful transition process, and strengthening the partnership between the parties.

The purpose of this agreement is to set forth the principles of mutual understanding that are necessary to form, maintain and communicate transfer articulation information between ACC and the HSC-CON. This agreement describes the terms and conditions involved in transferring from ACC to the HSC-CON, as well as the joint responsibilities of both parties.

Terms, Conditions and Transfer Elements

ACC agrees to:

1. Establish a joint admission process whereby Associate Degree Nursing (ADN) students who in their last semester of course work at ACC have a 2.75 cumulative grade point average (on a 4/0 scale) and meet all other requirements for admission, including the school's General Education requirements, will be admitted to HSC-CON's RN-to-BSN program based on seats available and the competitiveness of the applicant pool.
2. Assist in advising ADN students in this program through a designated ACC academic advisor.
3. Communicate to students enrolling in the RN-to-BSN program about HSC-CON academic requirements, policies, procedures, tuition and fees that will apply and may be subject to change, and to inform students that HSC-CON future offerings cannot be guaranteed.
4. Maintain ongoing collaboration and monitoring of the program through the HSC-CON Dean of the College of Nursing and the ACC Executive Dean of the Health Sciences Division and Chair of the Nursing Department.
5. Assist HSC-CON in arranging conferences and visits on ACC's campus with prospective BSN degree students.
6. Schedule appointments through the designated representative with ACC students, faculty, and staff for the purposes of sharing information, discussing ideas, and other activities of mutual interest to our respective programs.
7. ACC is an equal opportunity institution, and shall not discriminate unlawfully against any HSC-CON student, applicant, or employee, nor shall it deny the benefits provided its own degree-seeking student to any person on the basis of race, color, national origin, ancestry, disability, marital status, age or gender.

HSC-CON agrees to:

1. Establish a joint admission process whereby ADN students who in their last semester of course work at ACC have a 2.75 cumulative grade point average (on a 4/0 scale) and meet all of the HSC-CON's admissions requirements for admission, including the school's General Education requirements, will be admitted to the RN-to-BSN program based on seats available and the competitiveness of the applicant pool.
-

2. Accept credit hours earned at ACC as described below and specified in the Transfer Guide (See Appendix A):
 - 30 SCH General Education coursework
 - 35 SCH earned in Associate of Applied Science degree
 3. Assist ACC students with advising on the HSC-CON admission requirements at a location agreed upon by both parties at specified times. Priority deadline for ACC students is January 15th for summer entrance to the HSC-CON program. The HSC-CON admits RN-to-BSN students only in the summer term. ACC students will be required to complete an application through the Nursing Central Application Service, submit official transcripts, and additional documentation as required.
 4. Assist ACC students transitioning into the RN-to-BSN program. This may involve informing students of and assisting them with financial aid, scholarship applications, and course registration.
 5. Enroll ACC students who meet admission requirements for entry to the first summer term prior to their successful completion of the Registered Nurse national licensing exam (NCLEX-RN). Should a student not pass the NCLEX-RN by the first class day of the fall term, students will not be allowed to progress in the program.
 6. Maintain ongoing collaboration and monitoring of the program through the HSC-CON Dean in the College of Nursing and the ACC Executive Dean of the Health Sciences Division and the Chairs of the Nursing Department.
 7. Arrange and coordinate academic accommodations and disability services for qualified students enrolled in HSC-CON courses.
 8. Notify students involved in the program that HSC-CON academic requirements, policies, procedures, tuition and fees are subject to change. Location of changed information can be found on the HSC-CON website, bulletins, or other locations.
 9. Report annually in May on the enrollment and academic progress of ACC transfer students in the RN-to-BSN degree program. The report would include the number of RN-to-BSN students and a breakdown of GPA for ACC students as compared to all other transfer students. This information shall be furnished within the provisions of the Family Educational Rights and Privacy Act. These data may be incorporated into the ACC institutional effectiveness studies.
-

10. HSC-CON is an equal opportunity institution, and shall not discriminate unlawfully against any ACC student, applicant, or employee, nor shall it deny the benefits provided its own degree-seeking student to any person on the basis of race, color, national origin, ancestry, disability, marital status, age or gender.

Joint Responsibilities – ACC and HSC-CON agree to:

1. Confer regularly to update Course Equivalency Guides, Transfer Guides and transfer admission information to be used in subsequent academic years, and to consider any need for amendments.

Execution and modification: This Agreement is binding only when signed by both parties. Any modifications or amendments must be in writing and signed by both parties.

Assignment: This Agreement, with the rights and privileges it creates, is assignable only with the written consent of both parties.

Force Majeure: Each party shall be excused from any breach of this Agreement which is proximately caused by government regulation, war, strike, act of God, or other similar circumstance normally deemed outside the control of well-managed businesses.

Public Information: ACC acknowledges that TAMHSC is obligated to strictly comply with the Public Information Act, Chapter 552, *Texas Government Code*, in responding to any request for public information pertaining to this Agreement.

Severability: If any of the provision of this Agreement in the application thereof to any person or circumstance, is rendered or declared illegal for any reason, or shall be invalid or unenforceable, the remainder of this Agreement and the application of such provision to other persons or circumstances shall not be affected thereby, shall be enforced to the greatest extent permitted by applicable law.

Dispute Resolution: The dispute resolution process provided in Chapter 2260, *Texas Government Code*, and the related rules adopted by the Texas Attorney General pursuant to Chapter 2260, shall be used by TAMHSC and ACC to attempt to resolve any claim for breach of contract made by ACC that cannot be resolved in the ordinary course of business. ACC shall submit written notice of a claim of breach of contract under this Chapter to Vice President for Finance and Administration of the TAMHSC, who shall examine ACC's claim and any counterclaim and negotiate with ACC in an effort to resolve the claim.

Governing Law and Venue: The validity of this Agreement and all matters pertaining thereto, including but not limited to, matters of performance, non-performance, breach, remedies, procedures, rights, duties, and interpretation or construction, shall be governed by the Constitution and laws of the State of Texas. Pursuant to Section 85.18, *Texas Education Code*, venue for any suit filed against

TAMHSC shall be in the county in which the primary office of the chief executive officer of TAMHSC is located, namely, Brazos County, Texas.

Non-Waiver: ACC expressly acknowledges that TAMHSC is an agency of the State of Texas and nothing in this Agreement will be construed as a waiver or relinquishment by TAMHSC of its right to claim such exemptions, privileges, and immunities as may be provided by law.

Provisions: If any provision or provisions of this Agreement shall be held to be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions shall not be in any way be affected or impaired thereby.

Notice: Any notice required or permitted under this Agreement must be in writing, and shall be deemed to be delivered (whether actually received or not) when deposited with the United States Postal Service, postage prepaid, certified mail, return receipt requested, and addressed to the intended recipient at the address set out below. Notice may also be given by regular mail, personal delivery, courier delivery, facsimile transmission, email or other commercially reasonable means and will be effective when actually received. HSC-CON and ACC can change their respective notice address by sending to the other party a notice of the new address. Notices should be addressed as follows:

Austin Community College District

MaryJane McReynolds, Ph.D.
Director, Articulation and Transfer Resources
5930 Middle Fiskville Rd.
Austin, TX 78752
Telephone: 512-223-7677
Fax: 512-223-7678
Email: mmcreyno@austincc.edu

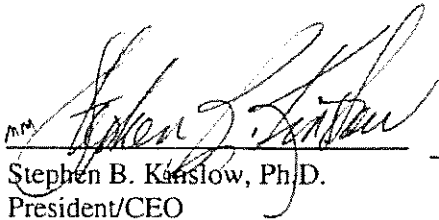
**Texas A&M Health Science Center
College of Nursing**

Sharon Wilkerson, Ph.D., RN
Dean and Professor
8447 State Highway 47
Bryan, TX 77847
Telephone: 979-436-0110
Fax: 979-436-0098
Email: wilkerson@tamhsc.edu

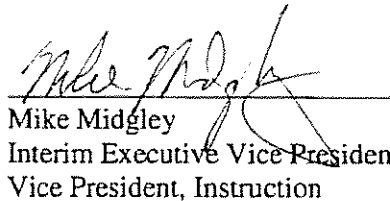
Terms of Agreement

This agreement shall be in effect when signatures are complete and shall remain in effect through midnight August 31, 2014 or until it is earlier discontinued by either party by giving written notification at least one year prior to cancellation. This will enable both parties to inform students, faculty and staff of changes and help students transfer before an agreement ends or significantly changes.

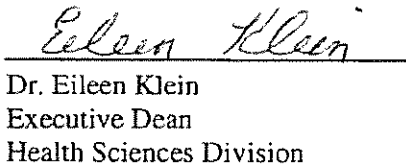
Austin Community College District


Stephen B. Kinslow, Ph.D.
President/CEO

7/18/11
Date

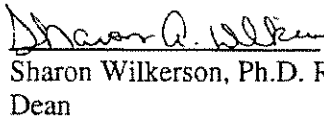

Mike Midgley
Interim Executive Vice President/Provost
Vice President, Instruction

7/14/11
Date

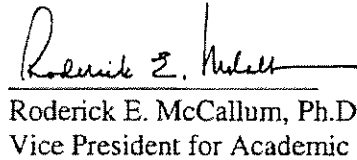

Dr. Eileen Klein
Executive Dean
Health Sciences Division

7/12/11
Date

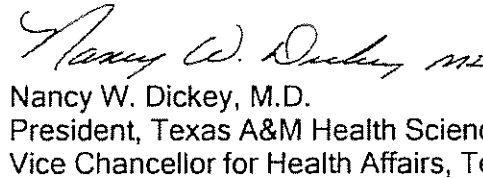
The Texas A&M University System Health Science Center on behalf of College of Nursing


Sharon Wilkerson, Ph.D. RN
Dean

6/16/11
Date


Roderick E. McCallum, Ph.D.
Vice President for Academic Affairs

7/4/11
Date


Nancy W. Dickey, M.D.
President, Texas A&M Health Science Center, and
Vice Chancellor for Health Affairs, Texas A&M System

7-11-11
Date

APPENDIX A

**Texas A&M Health Science Center College of Nursing
Austin Community College
Associate Degree to BSN Transfer Guide**

TYPE	ACC Requirements	Texas A&M HSC Requirements (TX Common Course #)	Notes
General Education	ENGL 1301	ENGL 1301	
	MATH (Any College level)	MATH 1342	
	BIOL 2304/2101	BIOL 2401	
	BIOL 2305/2102	BIOL 2402	
	BIOL 2420	BIOL 2420 or 2421	
	PSYC 2301	PSYC 2301	
	PSYC 2314	PSYC 2314	
	Humanities/Fine Arts Elective	Humanities Elective	HSC requires both Humanities and Fine Arts electives
	*SPCH 1311	Not required	Would meet 3 sch HSC elective requirement
	*HPRS 2300	Not required	Would meet 3 sch HSC elective requirement
		3 sch elective	
Total General Education SCH	30 SCH (semester credit hrs)		30 SCH from ACC would transfer from General Education courses
Additional Texas A&M HSC Prerequisite Course Requirements		ENGL 1302 or 2311	
		Fine Arts Elective	
		HIST 1301	
		HIST 1302 or 2301	
		BIOL 1322	
		CHEM 1411	
		GOVT 2305	
		GOVT 2306	
Total Additional Prerequisite SCH		25 SCH	
Austin Community College Associate Degree Nursing Courses	RNSG 1105		
	RNSG 1413		
	RNSG 1160		
	RNSG 1341		
	RNSG 1161		
	RNSG 1443		
	RNSG 1260		
	RNSG 2213		
	RNSG 2160		
	RNSG1412		
	RNSG 1262		
	RNSG 1247		
	RNSG 2161		
	RNSG 2432		
	RNSG 2362		
ADN Nursing Courses	35 SCH		
Texas A&M HSC Nursing Courses		NURS 450	
		NURS 451	
		NURS 452	
		NURS 453	
		NURS 454	
		NURS 455	
HSC Nursing Courses		50 SCH	
TOTALS	65 SCH	55 SCH	
Upon transfer of credits and completion of BSN coursework, transcript would reflect 120 hour curriculum.			

EDUCATIONAL EXPERIENCE AFFILIATION AGREEMENT

THIS AFFILIATION AGREEMENT ("Agreement") dated to be effective as of the 1st day of October, 2011 ("**Effective Date**") is made by and between Austin Independent School District ("**School**") located at 1111 W. 6th Street, Texas 78703 and Seton Healthcare d/b/a Seton Healthcare Family having its principal office at 1345 Philomena Street, Austin, Texas 78723 ("**Facility**").

WHEREAS, Facility operates various facilities in which health care services are provided, including but not limited to Seton Medical Center Austin, 1201 West 38th Street, Austin, Texas 78705; Seton Northwest Hospital, 11113 Research Blvd., Austin, Texas 78750; Seton Northwest Sports Medicine, a department of Seton Northwest Hospital, located at 11111 Research Blvd., Austin, Texas 78759; University Medical Center at Brackenridge, 601 E. 15th Street, Austin, Texas 78701; Seton Southwest Hospital, 7900 FM1826, Austin, Texas 78737; Seton Highland Lakes, Highway 281 South, Burnet, Texas 78611; Seton Shoal Creek Hospital, 3501 Mills Avenue, Austin, Texas 78731; Seton Edgar B. Davis Hospital, 130 Hayes Street, Luling, Texas 78648; Dell Children's Medical Center of Central Texas, 4900 Mueller Blvd., Austin, Texas 78723; Seton Medical Center Williamson, 201 Seton Parkway, Round Rock, Texas 78665, and Seton Medical Center Hays, 601 Kyle Parkway, Kyle, Texas 78640; and

WHEREAS, School provides academic courses with respect to health care and periodically desires to provide students in such courses with an opportunity to observe health care practices by utilizing appropriate facilities (the "Program"); and

WHEREAS, Facility is willing, subject to the terms and conditions set forth below, to permit School to utilize its facilities to implement Programs involving the students and personnel of School as outlined more fully in Attachment A hereto;

NOW, THEREFORE, in consideration of the mutual promises herein, School and Facility agree that any Program implemented by Facility and School during the term of this Agreement shall be covered by and subject to the following terms and conditions.

1. **Amendment of Affiliation Agreement.** No amendment to this Agreement shall be effective unless reduced to writing, executed by the authorized representatives of Facility and School.

2. **Program.**

2.1 Facility shall designate an employee or staff member to serve as its liaison ("**Facility Liaison**") and School shall designate an administrator or faculty member to serve as its representative ("**School Representative**") with regard to coordination and implementation of the Program and all communications related thereto.

2.2 School Representative will design the Program with input from Facility Liaison when needed, utilizing the facilities of Facility.

a. The duration of the Program and the educational experience provided will be consistent with the curriculum requirements of School and with the standards of the accrediting entity for the school or division of School in which students are enrolled. The period of time for each Student's clinical experiences shall also be mutually agreed upon by the parties before the educational experience period begins.

- b. The Program will be reviewed annually by the Facility Liaison and School Representative and, when appropriate, will be revised to meet the School curriculum requirements and the standards of the accrediting entity. In the event that the Program is revised, Facility and School shall collaborate to make any necessary modifications to documentation related to the Program.
 - c. The educational experience for students in the Program will be an integral part of the services provided by Facility and students will be under the direct supervision of School personnel or Facility personnel who are licensed or otherwise qualified to perform such services.
- 2.3 Students are not to have direct patient contact; students are placed in patient areas for observation only.
 - 2.4 No Programs may be conducted in emergency room, operating rooms, or labor and delivery departments of the Facilities.
 - 2.5 The maximum number of Students to receive clinical training shall be mutually agreed upon by the parties based upon the availability of space and other considerations.

3. Responsibilities of Facility. Except for acts to be performed by School pursuant to the provisions of this Agreement, Facility will furnish the premises necessary for the educational experience specified in the Program Agreement. In connection with such Program, Facility will:

- 3.1 Comply with applicable federal, state, and municipal laws, ordinances, rules, and regulations and comply with applicable requirements of any accreditation authority;
- 3.2 Permit the authority responsible for accreditation of School's curriculum to inspect the facilities, services, and other items provided by Facility for purposes of the educational experience; and
- 3.3 Provide the students and faculty of School the appropriate areas of the Facility, when available, at Facility's reasonable discretion, provided that the presence of students shall not be allowed to interfere with the regular activities of Facility, for the experience-related activities of the Program.
- 3.4 Obtain and maintain all licenses required for Facility and assure that Facility personnel are appropriately licensed.
- 3.5 Assume sole responsibility for the quality of patient or client care.
- 3.6 Provide orientation sessions to inform teachers, supervising personnel, and School students concerning the rules, regulations, policies and procedures of Facility.
- 3.7 Permit representatives of the accrediting entity for the school or division of School in which students participating in the Program are enrolled to have reasonable access to premises of Facility for purposes related to the accreditation process.

4. Responsibilities of School. School will:

- 4.1 Submit to Facility a written Program/Training Plan which includes a description of Program and a written objective thirty (30) days in advance of Program/Training commencement for Facility approval. The Program/Training Plan will be maintained in the student's school file.
- 4.2 Furnish the Facility Liaison with the names of the students assigned by School to participate in the Program (for high school students, use the Instructor Verification/Attestation Form and student Alpha Roster);
- 4.3 Assign only those students who have satisfactorily completed the screening and orientation requirements of the Facility and those portions of School curriculum that are prerequisite to Program participation;
- 4.4 Designate a member of the School faculty ("**School Representative**") to coordinate the educational experience of students participating in the Program with the Facility Liaison. School shall give Facility written notice of the name of the School Representative. In the event School Representative becomes unacceptable and Facility so notifies School in writing, School will appoint, within sixty (60) days, a different School Representative;
- 4.5 Maintain personal health insurance coverage for student and faculty member participating in the practicum program set forth in the Program Agreement. School shall provide proof of such insurance to Facility on an annual basis.
- 4.6 Develop criteria for the evaluation of the performance of School students participating in the Program and provide those criteria, with appropriate reporting forms, to the Facility personnel and School personnel who are responsible for supervising those students.
- 4.7 Assign grades to students participating in the Program on the basis of the performance evaluations submitted in the reporting forms and maintain all academic records of students.
- 4.8 Inform all School students and personnel participating in the Program that they are required to comply with the rules and regulations of Facility while on premises of Facility and to comply with the requirements of all federal, state and municipal laws, ordinances and regulations, including but not limited to those regarding the confidentiality of information in records maintained by Facility.
- 4.9 Provide information requested by Facility related to students participating in the Program, unless prohibited by federal or state law.
- 4.10 Immediately remove a student from the Program when the Facility determines that the student has violated any law or ordinance or the rules and regulations of the Facility; has disclosed information that is confidential by law; has engaged in conduct that disrupts the activities carried on by the Facility or threatens the safety of Facility personnel or patients; or such action is in the best interest of patient care or the operation of facility. School shall indemnify and hold Facility harmless and shall defend Facility from and against any and all loss, cost or expense (including costs and attorneys' fees) arising from the withdrawal of any Student's participation at Facility.
- 4.11 Maintain professional liability and comprehensive general liability insurance in the amount of US\$1,000,000 per occurrence and US\$3,000,000 annual aggregate, covering

School, each student and faculty member participating in the Program, and provide proof of such insurance to Facility thirty (30) days before Program commencement.

- 4.12 Require its participating students and faculty to comply with all policies, rules and regulations of Facility, including **Ethical and Religious Directives for Catholic Health Care Services** and patient confidentiality policies, rules and regulations.
- 4.13 Require its participating students to maintain the confidentiality of patient information. No Student shall have access to or have the right to review any medical record, except where necessary in the regular course of the educational experience. The discussion, transmission or narration, in any form, by Students of any patient information of a personal nature, medical or otherwise, obtained in the regular course of the educational experience is forbidden except as a necessary part of the clinical experience or as required by law. For purposes of this Section, Health Information shall include without limitation, the following patient identifiable information: (1) Name; (2) Address, including street address, city, county, zip code and equivalent geocodes; (3) Names of relatives; (4) Names of employers; (5) Date of birth; (6) Telephone numbers; (7) Facsimile number; (8) Electronic mail address; (9) Social security number; (10) Medical record number; (11) Health plan beneficiary number; (12) Account number; (13) Certificate/license number; (14) Any vehicle or other device serial number; (15) Web Universal Resource Number (WURL); (16) Internet Protocol (IP) address number; (17) Finger or Voice prints; and (18) Photographic images; and (19) Any other unique identifying number, characteristic, or code that may be available to the Student which could be used, alone or in combination with other information, to identify an individual.
- 4.14 Perform a criminal background check on all students and all of its School personnel who will participate in the Program and submit proof to Facility thirty (30) days before Program commencement. Without the prior written consent of Facility, School shall not allow any individual without a clean criminal history to participate in the Program. In addition, School acknowledges the Facility special status as a health care provider, and Facility may request that School provide Facility with proof of satisfactory health status for any student or on-site personnel. High School students shall meet the requirements of the Instructor Verification/Attestation Form.
- 4.15 Assure student compliance with standards on immunization, screening, OSHA standards, CPR, and current liability insurance coverage.
- 4.16 Thirty (30) days prior to any student's on-site placement, provide Facility with proof of the following:
 - a. Current Hepatitis B Vaccinations or proof that these vaccinations were made available and rejected by student.
 - b. PPD within the three months immediately prior to student's on-site placement.
 - c. Chest x-ray within the two years immediately prior to student's on-site placement, if such student has ever tested positive for tuberculosis.
 - d. Measles vaccination for two dates, which must be after January 1, 1968, or positive titer.

- e. Mumps vaccination for one date, which must be after January 1, 1977, or a positive titer.
- f. Rubella vaccine or positive titer.
- g. Varicella (chicken pox) vaccination, titer, or a history of this disease.
- h. Influenza vaccination in accordance with Facility policy.

- 4.17 Take continuous action to assure that the Program is based on current educational programs set out by the School and is compliant with all applicable laws, rules and regulations governing the practice of the services specifically outlined in Attachment A hereto.
- 4.18 School acknowledges that all patient records maintained at or by Facility shall remain the sole property of Facility.
- 4.19 Obtain written permission from Facility prior to publication of any material based solely or in part on Students' clinical experience.
- 4.20 Provide the necessary and appropriate uniforms which shall be designated, but not provided, by Facility and requiring students to wear appropriate Facility identification while on Facility premises.

5. **Notices.** All notices under this Agreement or a Program Agreement shall be in writing and delivered either by personal delivery or by United States certified mail, return receipt requested, to the parties as follows:

FACILITY

Seton Healthcare
d/b/a Seton Healthcare Family
1345 Philomena Street
Austin, TX 78723
Attn: Jesus Garza

SCHOOL

Austin Independent School District
1111 W. 6th Street
Austin, Texas 78703
Attn: Annette Gregory

With a copy To:
Seton Network Contracting Services
1345 Philomena Street, Suite 410.1
Austin, TX 78723

Such notices shall be deemed given when received by such party's designated representative.

6. **Oral Representations.** No oral representations of any officer, agent, or employee of Facility or School, shall affect or modify any obligations of either party under this Agreement or any Program Agreement.

7. **Amendment to Agreement.** No amendment to this Agreement shall be valid unless reduced to writing and signed by an authorized representative of each party.

8. **Assignment.** Neither this Agreement nor a Program Agreement may be assigned by either party without prior written approval of the other party.

9. **Performance.** A delay in or failure of performance of either party that is caused by occurrences beyond the control of either party shall not constitute default hereunder, or give rise to any claim for damages.

10. **Term and Effective Date.**

10.1 **Term.** This Agreement shall become effective as of the Effective Date for an initial period of one (1) year, and shall not automatically renew unless sooner terminated as set forth in this Agreement.

10.2 **Termination by Agreement.** In the event School and Facility shall mutually agree in writing, this Agreement may be terminated with or without cause on the terms and dates stipulated therein.

10.3 **Unilateral Termination.** In the event either party, at any time, gives to the other at least thirty (30) days' prior written notice of intention to terminate, with or without cause, this Agreement shall terminate at the end of such thirty (30) days;

10.4 **Termination on Notice of Default.** In the event either party shall give notice to the other that such other party has substantially defaulted in the performance of any material obligation under this Agreement, and such default shall not have been cured within ten (10) days following the giving of such notice, the party giving such notice shall have the right to immediately terminate this Agreement.

10.5 **Effects of Termination.** Upon termination of this Agreement, as hereinabove provided, neither party shall have any further obligations hereunder except for (1) obligations accruing prior to the date of termination, and (2) obligations, promises, or covenants contained herein that extend beyond the term of this Agreement, including, without limitation, confidentiality of patient information.

11. **Indemnification.** Insofar as permitted by law and the constitution of the state where School is located, School shall indemnify, defend and hold harmless Facility from any and all liabilities, suits, liens, garnishments, attachments, costs, attorneys' fees, costs of investigation and of defense, claims or expenses (collectively "Claims") arising out of or allegedly arising out of the acts or omissions of School, its agents, employees or students pursuant to this Agreement, including injuries to persons, including death, or damage to property arising from any act, omission or negligence of School, including its' students and faculty. Facility shall indemnify, defend and hold harmless School from any and all liabilities, claims or expenses arising out of the acts or omissions of Facility, its agents, or employees pursuant to this Agreement. A party who receives a demand or claim related to this Agreement shall within five (5) days provide written notice of such demand or claim to the other party.

12. **Student Healthcare.**

12.1 Students participating in the Program are not employees of Facility and shall not be entitled to Facility employee health benefits. Facility shall provide first aid to students participating in the Program as necessary.

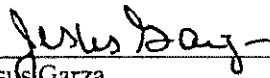
12.2 Facility shall notify any School student or faculty member of any instance in which Facility has reason to believe that the student or faculty member has been exposed to bloodborne or airborne pathogens. Such notification shall be provided in a time frame sufficient to allow the student or faculty member to seek appropriate treatment for any potential exposure. Each student and/or faculty member shall bear responsibility for notifying School of any instance of potential exposure of which that student or faculty member has been notified by Facility.

12.3 Each student and/or faculty member shall be responsible for all expenses and costs of healthcare treatment related to any exposure, injury, illness or disease occurring as a result of or during the student's or faculty member's participation in the Program.

4. **Applicable Law.** The validity, interpretation, and enforcement of this Agreement and any Program Agreement shall be governed by the Laws of the State of Texas.

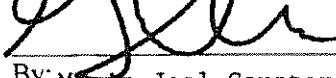
IN WITNESS WHEREOF, the parties have signed this Agreement to be effective as of the date first above written.

SETON HEALTHCARE D/B/A
SETON HEALTHCARE FAMILY



Jesus Garza
Executive Vice President and COO

AUSTIN INDEPENDENT SCHOOL
DISTRICT



By: Maria Joel Carstarphen, Ed.D.
Title: Superintendent

ATTACHMENT A

PROGRAM OUTLINE:

Program Description for Austin ISD Health Science Technology

Program Name: *Health Science*

Description of Program

The Health Science cluster focuses on careers in planning, managing, and providing health care. The program provides students with opportunities to explore a variety of health careers and make realistic and satisfying career choices. Whether a student is skilled in scientific research, clinical laboratory procedures, written and verbal communication skills, or is skilled in caring for people, career options are available to match these individual interests and abilities. The instructional content for this cluster is organized into five federally-identified career pathways:

- Therapeutic Services
- Diagnostic Services
- Health Informatics
- Support Services
- Biotechnology Research and Development

Health Science is a secondary career education program for students interested in pursuing a career in health care. Students complete a coherent sequence of courses which includes: Principles of Health Science, Health Science, Practicum in Health Science, Anatomy and Physiology and/or Medical Terminology.

The Practicum in Health Science features an instructional arrangement composed of classroom instruction and laboratory experiences using the TEKS as the curriculum framework. The laboratory experience is designed to provide knowledge and skills training in a specific career/occupation. The instruction is provided in a school-based laboratory setting utilizing tools, equipment, technology, and processes relevant to the career/occupation. Students have the opportunity to develop the skills and competencies through a observational clinical hospital experience. Students learn to transfer knowledge and skills to new situations and apply problem solving strategies and identify emerging technologies in the health care field.

PLEASE MARK FACILITY TO BE UTILIZED FOR THIS PROGRAM:

<input type="checkbox"/> Seton Medical Center Austin	1201 West 38th Street, Austin, TX 78705
<input type="checkbox"/> Seton Northwest Hospital	11113 Research Blvd., Austin, TX 78750
<input type="checkbox"/> Seton Northwest Sports Medicine	11111 Research Blvd., Austin, TX 78759
<input type="checkbox"/> University Medical Center at Brackenridge	601 E. 15th Street, Austin, TX 78701
<input type="checkbox"/> Seton Southwest Hospital	7900 FM1826, Austin, TX 78737
<input type="checkbox"/> Seton McCarthy Community Health Center	2811 E. 2nd Street, Austin, TX 78702
<input type="checkbox"/> Seton Topfer Community Clinic	8913 Collinfield Drive, Austin, TX 78758
<input type="checkbox"/> Seton Kozmetsky Community Health Center	3706 1st Street, Austin, TX 78704
<input type="checkbox"/> Seton Highland Lakes	Highway 281 South, Burnet, TX 78611
<input type="checkbox"/> Seton Highland Lakes Home Care	Highway 281 South, Burnet, TX 78611
<input type="checkbox"/> Seton Shoal Creek Hospital	3501 Mills Avenue, Austin, TX 78731
<input type="checkbox"/> Seton Edgar B. Davis Hospital	130 Hayes Street, Luling, TX 78648
<input type="checkbox"/> Dell Children's Medical Center	4900 Mueller Blvd., Austin, TX 78723
<input type="checkbox"/> Seton Medical Center Williamson	201 Seton Parkway, Round Rock, TX 78665
<input type="checkbox"/> Seton Medical Center Hays	601 Kyle Parkway, Kyle, TX 78640
<input type="checkbox"/> Seton Administration Offices	1345 Philomena Street, Austin, TX 78723
<input type="checkbox"/> Various physicians' offices and clinics affiliated with the Seton Family of Hospitals	

RECEIVED

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**FIRST AMENDMENT TO
EDUCATIONAL EXPERIENCE AFFILIATION AGREEMENT**

CCPR/CATE THIS FIRST AMENDMENT ("Amendment") is made this 1st day of October, 2012 ("Effective Date"), by and between Seton Family of Hospitals f/k/a Seton Healthcare ("Seton"), a Texas non-profit corporation, located at 1345 Philomena Street, Austin, Texas 78723, and Austin Independent School District ("School") located at 1111 W. 6th, Austin, Texas 78703.

WHEREAS, Seton and School entered into an Educational Experience Affiliation Agreement effective the 1st of October, 2011 ("Agreement") whereby Seton permits School to utilize its facilities to implement health care educational programs involving the students and personnel of School;

WHEREAS, Seton and School desire to amend the Agreement as follows:

NOW THEREFORE, and in consideration of the mutual promises contained herein, the parties agree as follows:

1. Section 10.1 Term is hereby deleted in its entirety and replaced with the following:

"10.1 Term. This Agreement is effective as of the Effective Date for an initial period of one year, and shall automatically renew under identical terms and conditions for one year periods, unless sooner terminated as set forth in this Agreement."

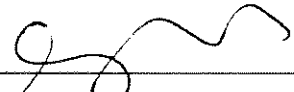
2. All capitalized terms not defined herein will have the meaning ascribed to them in the Agreement.
3. If the terms of this Amendment and the Agreement conflict, the terms of this Amendment govern.
4. All other provisions of the Agreement not specifically amended by the provisions of this Amendment remain in full force and effect.

IN WITNESS WHEREOF, the parties hereto cause this Amendment to be effective as of the Effective Date.


Seton Family of Hospitals

By: Thomas E. Gallagher
Name: Thomas E. Gallagher
Title: VP + COO
Date: 9/28/12

School

By: 
Name: Meria Joel Carstarphen, Ed.D.
Title: Superintendent, Austin ISD
Date: 9/19/12

APPROVED AS TO LEGAL FORM

 9/15/12

DRAFT

MEMORANDUM OF UNDERSTANDING

AUSTIN INDEPENDENT SCHOOL DISTRICT
AND
University of Texas School of Nursing
PROGRAM AGREEMENT

This Memorandum of Understanding ("Agreement"), effective October 21, 2016, is made and entered into by the Austin Independent School District ("AISD"), and the School of Nursing (SON) at the University of Texas at Austin.

WHEREAS, the Parties propose to establish an agreement to jointly provide mentoring to AISD's Health Science students:

NOW, THEREFORE, in consideration of the mutual covenants and agreements herein contained the undersigned Parties agree as follows:

1. Program Elements

Career in Healthcare and Academic Mentoring Program (CHAMP)

SON - Student Organization: African American Nursing Student Association; Longhorn Association for Men in Nursing; Student Community of Asian Nurses will potentially provide career and academic mentoring to AISD juniors and seniors in the Health Science Technology Programs in order to help them prepare for college entry and success, particularly in the field of nursing.

CHAMP will be piloted at LBJ Early College High School and John H. Reagan Early College High School in the 2016-2017 academic school year. Sessions will be planned to occur once a month, following a hybrid mentoring model which includes a combination of group and individual mentoring. All mentoring sessions will take place in the classroom and follow a curriculum. This opportunity will be based on SON student availability.

Simulation and Skills Labs at the SON: Nursing students practice skills and critical thinking in our simulation and skills lab as a required part of their course work and clinical experiences. Several of these experiences would provide rich learning opportunities for AISD Health Science Students.

The SON may be able to provide a Sports Physical and Immunization Clinic on an AISD Site (depending on logistics and availability).

- AISD Health Science students would be able to assist.

- Potentially one clinic planned after Labor Day to assist with students who missed the mass physicals at Berger.
- The cost will be approximately \$25 - 30 per physical by cash or check.
- Immunizations required for Health Science Students (i.e., TB testing) may be accommodated for a reasonable fee with advanced planning.

2. Responsibilities of AISD.

- a) Provide direct instruction for training not provided in Texas Essential Knowledge and Skills (TEKS) as it relates to civic engineering, government & public administration;
- b) Offer the Program to students at LBJ and Reagan Early College Start High Schools.
- c) Provide Student transportation to UT School of Nursing.
- d) Plan, organize and develop the curriculum for the health science program.
- e) Provide textbooks, supplies and equipment.
- f) Provide instruction and supervision of students in cooperation with the University of Texas.
- g) Ensure students enrolled in the program have a clear background check.

3. Responsibilities of UT School of Nursing.

(UT inserts information)

4. Primary Contacts. The Parties will designate individuals, as indicated below, to serve as primary contacts for this Agreement and to participate in the development and implementation of processes to facilitate this Agreement, and to enhance communication among the Parties.

AISD:

Annette Gregory, Executive Director
Career & Technical Education
1111 West 6th Street, Ste. D-140
Austin, Texas 78703

University of Texas

Gail Timmerman, Associate Dean
School of Nursing
1710 Red River Street, D0100
Austin, TX 78701-1412

Dr. Thyrun Hurst
Director of High School Operations
Austin Independent School District
1111 W. 6th Street, A420
Austin Texas, 78703

5. Term. This Agreement shall become effective as of the Effective Date for an initial period of one (1) year and shall automatically renew under identical terms and conditions for one

(1) year period, unless sooner terminated as set forth in this Agreement.

6. Effects of Agreement/No Third Party Beneficiaries. This Agreement is not intended to confer any rights upon any other person or entity, including but not limited to any AISD student or employee nor does it, itself, authorize expenditure or reimbursement of any funds or impose obligations on either party to provide funds. Nothing in this Agreement shall be interpreted as limiting, superseding, or otherwise affecting any party's normal operations or decisions in carrying out its statutory or regulatory duties. This Agreement does not limit or restrict AISD or UT from participating in similar activities or agreements with other entities.

7. Termination by Agreement. In the event AISD and UT shall mutually agree in writing, this Agreement may be terminated with or without cause on the terms and dates stipulated therein.

8. Unilateral Termination. In the event either party, at any time, gives to the other at least sixty (60) days prior written notice of intention to terminate, with or without cause, this Agreement shall terminate: (a) at the end of the sixty (60) day notice period; or (b) when all students enrolled in the Program at the time such notice is given have completed their respective course of study under the Program, whichever occurs last.

9. Effects of Termination. Upon termination of this Agreement, as hereinabove provided, neither party shall have any further obligations hereunder except for (1) obligations accruing prior to the date of termination, and (2) obligations, promises, or covenants contained herein that extend beyond the term of this Agreement, including, without limitation, confidentiality of student information.

10. Annual Review. This Agreement shall be reviewed annually by the Parties.

11. Effective Date. This Agreement shall become effective upon the date of a final signature of the undersigned parties.

Signed on the date(s) indicated below by authorized representative.

Austin Independent School District: University of Texas:

Paul Cruz, Ph.D.
Superintendent

Gail Timmerman

Date

Date

Year	Semester 1	ACC course	Semester 2	ACC course
9	Practical Writing (College Readiness)		Effective Learning Strategies	EDUC 1300
9	English I		English I	
9	Algebra II		Algebra II	
9	World Geography		World Geography	
9	PE		PE	
9	Biology		Biology	
9	Spanish I		Spanish I	
9	Study Hall/AVID		Theater Arts	DRAM 1310
9	Principles of Health Sciences (articulated)		Principles of Health Sciences (articulated)	
10	Astronomy	ASTR 1403	Environ. Systems	Envr. 1301
10	Ethics	PHIL 2306	Psychology	PSYC 2301
10	English II		English II	
10	Geometry		Geometry	
10	World History		World History	
10	Chemistry		Chemistry	
10	Spanish II		Spanish II	
10	AVID		AVID	
10	Medical Terminology (articulated)		Medical Terminology (articulated)	
11	English III	English 1301	English III	English 1302
11	Special Topics in SS	US History 1301	US History	US History 1302
11	Intro. To A&P	BIOL 2404	Anatomy I	BIOL 2401
11	Pre-Cal		Pre-Cal	
11	Physics		Physics	
11	AVID		AVID	
11	Health Science Theory & Clinicals		Health Science Theory & Clinicals	
12	US Gov't	Gov't 2305	Spec Topics in SS (2d)	Gov't 2306
12	Anatomy & Phys. II	BIOL 2402	Microbiology for H.S.	BIOL 2420
12	Statistics and Risk Man.	MATH 1342	Pharmacology	HPHS 2300
12	British Literature	ENGL 2372	Economics	
12	AVID		AVID	
12	Practicum In Health Sciences			
Endorsements: Public Services; Dual Credit: Pre-Health Sciences				
Upon admission to Texas State Bachelor's of Science In Nursing Degree Program				
The BSN requires specific courses for degree completion, and with wise planning, you may take courses that satisfy both the Core Curriculum and the BSN requirements within 2 years of transfer:				
	020 Mathematics	Math 1315 or 1319 or 1329	Additional Lower-Division BSN Requirements	
	030 Natural Sciences	BIOL 1330	BIOL 1322	BIO 2452
		CHEM 1341	PSYC 2314	NUTR 2360
	080 Behavioral and Social Sciences	PSY 1300	BIO 2440	PSY ELNA
			BIO 2451	
		High School Course		
		ACC Course		
		Texas State Course		



Dr. Richard M. Rhodes • President/CEO

Highland Business Center • 5930 Middle Fiskville Road • Austin, Texas 78752 • (512) 223.7000

Texas Education Agency
Division of Grants Administration
1701 Congress Avenue
Austin, Texas 78701

Re: 2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of ECHS Program

To whom it may concern:

Austin Community College (ACC) is pleased to support Austin Independent School District (Austin ISD) in their application to the Texas Education Agency's ICN Innovative Academy – ECHS grant program. In partnership with the school district and Seton Healthcare Family of Austin, we have actively engaged in the grant development process because we believe the proposed model will better prepare high school students for the jobs of the future.

ACC has been providing high-quality education and training services for decades and is excited to be a part of this effort. We are a nationally recognized two-year college serving Central Texas, focused on student success and providing affordable, flexible pathways to help students reach their education goals, learn new job skills, or advance their career. The college currently enrolls more than 43,000 credit students and serves an additional 15,000 students each year through noncredit programs.

ACC currently partners with Austin ISD by offering dual credit courses to Austin ISD students in all district high schools, supporting three Early College High Schools, and managing Austin ISD's Career and Technical Education programs on a contract basis.

Upon receipt of the grant, we agree to participate with Austin ISD staff and other key partners in the planning and implementation phases of the grant, and continue our participation into the coming years. Specifically, we commit to:

- Serve as an active member of the Leadership Team, designating a point person to meet regularly with partners to address issues of curriculum, school design, and sustainability.
- Ensure a liaison that represents ACC interacts directly and frequently with the school staff.
- Collaborate with Austin ISD to determine the scope and sequence that students will



Dr. Richard M. Rhodes • President/CEO

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follow as part of the Health Sciences Innovative Academy, including the integration of articulated and dual credit courses.

- Continue to offer dual credit courses at Austin ISD.
- Whenever possible, provide facility space at ACC campuses for coursework during the academic year and/or summer.
- Assist with professional development and training for teachers and staff.

Austin's Health Sciences Innovative Academy – ECHS is the right model at the right time to strengthen the pipeline of students with the skills and knowledge to fill nursing jobs in Austin.

On behalf of ACC, I offer my wholehearted support of Austin ISD's efforts to secure a TEA ICN Innovative Academy – ECHS Program grant. I look forward to hearing news of a successful proposal, and enthusiastically anticipate ways in which ACC will be involved as the project develops.

Sincerely,

CME
Richard Rhodes

Richard M. Rhodes, Ph.D.
President/CEO

Charles M. Cook

Charles Cook, Ed.D.
Provost / Executive VP
for Academic Affairs



Texas Education Agency
Division of Grants Administration
1701 Congress Avenue
Austin, Texas 78701

Re: 2016-2018 ICN Innovative Academy – the Next Generation of ECHS Program

To whom it may concern:

Seton Healthcare Family is pleased to support Austin Independent School District (Austin ISD) in their application to the Texas Education Agency's ICN Innovative Academy – Early College High School (ECHS) grant program. In partnership with the school district and Austin Community College (ACC), we have actively engaged in the grant development process because we believe the proposed model will better prepare high school students for the healthcare jobs of the future.

Seton has a long-standing and active partnership with Austin ISD in many areas. We have partnered for many years linking students with exploration of healthcare careers through the Healthcare Workforce Alliance of Central Texas (hwACT). The students gain experiential opportunities in simulated environments as well as real world/hospital unit observation with Seton's healthcare professionals. We view this project as an opportunity to take our partnership to a new level in supporting students' success in education and building a pathway to careers in healthcare.

Upon receipt of the grant, we agree to participate with key partners, including Austin Community College, in the planning and implementation phases of the grant, and continue our participation based on our business needs. Specifically, we commit to:

- Serve as an active member of the Leadership Team, designating a point person to meet regularly with partners to address issues of curriculum, school design, and sustainability.
- Ensure a liaison representing Seton interacts directly and frequently with school staff.
- Actively participate in the development of curriculum to ensure it is appropriately aligned to marketable skills in healthcare.
- Assist in the development and implementation of industry experiences, including but not limited to:
 - Career awareness and exploration activities, such as guest speakers, field trips, and mock interviews;
 - Career preparation activities, and Mentorship between staff and program participants.

1345 Philomena St. • Austin, Texas 78723 • (512) 324-1000 • www.seton.net

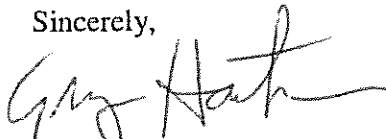
Our mission inspires us to care for and improve the health of those we serve with a special concern for the poor and the vulnerable. We are called to be a sign of God's unconditional love for all and believe that all persons by their creation are endowed with dignity. Seton continues the Catholic tradition of service established by our founders, Vincent de Paul, Louise de Marillac and Elizabeth Ann Seton.

Through these various in-kind contributions as well as potential cash contributions over the course of the grant period, we will provide at least 25% of the total grant award.

Austin's Health Sciences Innovative Academy – ECHS is the right model at the right time to strengthen the pipeline of students with the skills and knowledge to fill healthcare jobs in Austin.

On behalf of Seton, I offer my support of Austin ISD's efforts to secure a Texas Education Agency ICN Innovative Academy – ECHS Program grant. I look forward to hearing news of a successful proposal, and anticipate continuing the discussion on ways in which Seton will work collaboratively to inspire the next generation of healthcare professionals in the Austin area.

Sincerely,

A handwritten signature in black ink, appearing to read "Greg Hartman". The signature is fluid and cursive, with a large, stylized "G" and "H".

Greg Hartman
Chief of External and Academic Affairs
Ascension Texas



Texas Education Agency
Division of Grants Administration
1701 Congress Avenue
Austin, Texas 78701

October 26, 2016

Re: 2016-2018 Biotechnology and Life Sciences Industry Cluster Innovative Academy – the Next Generation of ECHS Program

To whom it may concern:

Workforce Solutions – Capital Area Workforce Board is pleased to support Austin Independent School District (Austin ISD) in their application to the Texas Education Agency's ICN Innovative Academy – ECHS grant program. In partnership with the school district, Austin Community College, and Seton Healthcare Family of Austin, we have actively engaged in the grant development process because we believe the proposed model will better prepare high school students for the jobs of the future.

Workforce Solutions provides planning, coordination, and evaluation of critical workforce development services for Austin/Travis County. The Board is actively involved in increasing awareness and understanding of industry sectors driving our regional economy, and we applaud Austin ISD to taking this bold move to advance understanding among students and staff in Biotechnology and Life Sciences. During the proposal development process, we collaborated with Austin ISD staff to identify high-demand occupations and programs of study that lead to occupations in the Biotechnology and Life Sciences Industry Cluster. Our analysis of workforce data conclusively demonstrates the current and projected need for Registered Nurses and Licensed Practical and Licensed Vocational Nurses. We are delighted to partner with Austin ISD on this grant opportunity to build a strong future workforce that will meet our economic competitiveness needs.

Upon receipt of the grant, we agree to participate with Austin ISD staff and other key partners in the planning and implementation phases of the grant, and continue our participation into the coming years. Specifically, we commit to

- Serve as a member of the Leadership Team, particularly during the planning phase of the grant, to ensure alignment with local workforce needs.
- Assist with professional development and training for teachers and staff, including those who counsel students on their future educational and career plans.
- Assist in connecting students and staff with additional industry partners.

Austin's Health Sciences Innovative Academy – ECHS is the right model at the right time to strengthen the pipeline of students with the skills and knowledge to fill nursing jobs in Austin.

On behalf of Workforce Solutions, I offer my wholehearted support of Austin ISD's efforts to secure a TEA ICN Innovative Academy – ECHS Program grant. I look forward to hearing news of a successful proposal, and anticipate enthusiastically ways in which we will be involved as the project develops.

Sincerely,

A handwritten signature in black ink that reads "Tamara Atkinson". The signature is written in a cursive, flowing style.

Tamara Atkinson
Executive Director



City of Austin

Steve Adler, Mayor

301 W. 2nd St., Austin, TX 78701
(512) 978-2100, Fax (512) 978-2120
steve.adler@austintexas.gov

Texas Education Agency
Division of Grants Administration
1701 Congress Avenue
Austin, Texas 78701

Re: 2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of ECHS Program

To whom it may concern:

The City of Austin is pleased to support Austin Independent School District (Austin ISD) in its application to the Texas Education Agency's ICN Innovative Academy – ECHS grant program. We know how critical it is to build a stronger talent pipeline in the health sciences fields, particularly nursing. The partnership between Austin ISD, Austin Community College, and Seton Healthcare Family of Austin has the potential to transform students' high school experiences and have a lasting impact on our local economy.

In the last year, there were 1,845 job openings in nursing throughout the Austin Metro area, and the projections for the next five years indicate continued demand for nurses: 3,865 Registered Nurses (RNs) and 1,052 Licensed Vocational Nurses (LVNs). And yet, we know from employers that we have a skills mismatch that we need to reduce. To improve the opportunities for our young people, we must improve the preparation level and exposure to meaningful work-based learning opportunities for our high school graduates.

Austin's Health Sciences Innovative Academy – ECHS is the right model at the right time to strengthen the pipeline of students with the skills and knowledge to fill nursing jobs in Austin. On behalf of the City of Austin, I offer my wholehearted support of Austin ISD's efforts to secure a TEA ICN Innovative Academy – ECHS Program grant. I look forward to hearing news of a successful proposal, and anticipate enthusiastically ways in which we will be involved as the project develops.

Sincerely,

Steve Adler
Mayor of Austin